

IAC MEETING AGENDA

Thursday, May 9, 2019

Maryland State Department of Education Building
State Board of Education Meeting Room, 7th Floor
9:00 a.m.

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Introduction

- Meeting called to order
- Roll Call
- Revisions to Agenda
-

Public Comment

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INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION



LARRY HOGAN
GOVERNOR

KAREN SALMON, PhD.
CHAIRPERSON

ROBERT A. GORRELL
EXECUTIVE DIRECTOR

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Meeting Minutes April 11, 2019

Call to Order:

Dr. Karen Salmon called the meeting of the Interagency Commission on School Construction to order at 9:03 a.m.

Members in Attendance:

Dr. Karen Salmon, State Superintendent of Schools, Chair

Denise Avara, Appointee of the Governor, via teleconference

Clarence Felder, Designee for Secretary Ellington Churchill, Department of General Services

Brian Gibbons, Appointee of the Speaker of the House

Gloria Lawlah, Appointee of the President of the Senate, via teleconference

Dick Lombardo, Appointee of the Governor

Michael Bayer, Designee for Secretary Robert S. McCord, Maryland Department of Planning

Members Not in Attendance:

Barbara Hoffman, Appointee of the President of the Senate

Todd Schuler, Appointee of the Speaker of the House

Revisions to the Agenda:

Executive Director Robert Gorrell explained that because the IAC met recently, there was no additional progress to report on agenda item VI (Baltimore City HVAC Project Status) and requested that the members remove the item from the agenda.

I. Consent Agenda

Motion Carried

Upon a motion by Mr. Gibbons and a second by Secretary Churchill, the members voted unanimously to approve the consent agenda.

A. Approval of March 21, 2019 Minutes

To approve the minutes of the March 21, 2019 Interagency Commission on School Construction Meeting.

B. Approval of Contracts

To approve contract procurement as presented.

C. Completed Project Allocation Reversions

To approve, subject to final audit, the reversion of the amounts identified to the appropriate statewide contingency accounts.

D. Garrett County ASP Extension NHS Bell Project

To approve Garrett County Public Schools' (GCPS) request to extend the contract deadline for the Northern High School (PSC #11.014.18 ASP) PA and Bell System Replacement Project to April 11, 2019.

II. Project Rescissions

Arabia Davis, Program Funding Manager, explained the project rescissions.

A. Prince George's County – Rescission of FY 2018 CIP Projects

Motion Carried

Upon a motion by Mr. Gibbons, seconded by Ms. Lawlah, the members voted unanimously to approve the rescission of funding approval for the six (6) projects listed totaling \$2,345,000 for Prince George's County Public Schools and to approve the transfer of the FY 2018 CIP allocation of \$2,345,000 to the Statewide Contingency Account reserved for Prince George's County Public Schools.

B. St. Mary's County – Rescission of FY 2017 Planning Approval for New Central County Elementary School Project

Motion Carried

Upon a motion by Mr. Gibbons, seconded by Ms. Lawlah, the members voted unanimously to approve the rescission of planning approval for the FY 2017 Capital Improvement Program (CIP) New Central County Elementary School project (PSC # 18.034.17 LP) in St. Mary's County.

III. Facilities Status Changes

Michael Bayer, Manager, Infrastructure and Development, Maryland Department of Planning, explained the facility status change items.

A. Calvert County Hunting Creek Annex Property Transfer

Motion Carried

Upon a motion by Mr. Gibbons, seconded by Mr. Lombardo, the IAC voted unanimously to approve the transfer of the 3,274-acre site known as the Hunting Creek Annex, at 410 Old Town Road, Huntingtown, Maryland, by the Calvert County Board of Education to the Calvert County Board of Commissioners. The Calvert County Government shall obtain approval of the Interagency Commission before transferring any right, title, or interest to any portion of the property.

B. Montgomery County MacDonald Knolls Elementary Site Acquisition

Motion Carried

Upon a motion by Ms. Avara, seconded by Ms. Lawlah, the IAC voted unanimously to approve the acquisition by the Montgomery County Board of Education (MCBOE) of the former MacDonald Knolls Elementary School property at 10611 Tenbrook Drive, Silver Spring, Maryland, 20901, from the Montgomery County Government for use as an early childhood learning center adhering to the actions identified in the state clearinghouse review, state identifier MD20181016-0844.

C. Informational Facilities Status Change Items

Information Only

Mr. Bayer presented informational facility status change items.

IV. Approval to Waive the FY 2013 Energy Efficiency Initiative (EEI) Procedures **Motion Carried**
Kim Spivey, Director of Fiscal Services, explained that in 2013 the IAC adopted procedures to utilize FY 2013 EEI funding. Staff is recommending that the IAC approve a waiver of the procedures and allow the application of funding to projects in the Capital Improvement Program. The funding will be allocated to energy efficiency projects in the CIP, but this motion will waive the requirement for use of an elaborate application process outside of the CIP and more easily use the remaining \$3.4 million allocation.

Upon a motion by Mr. Lombardo, seconded by Mr. Bayer, the IAC voted unanimously to waive the requirements set forth in the Administrative Procedures Guide for the FY 2013 Energy Efficiency Initiative, for projects funded in the FY 2020 or in subsequent Capital Improvement Programs.

V. Baltimore City Public Schools FY 2019 CIP Amendment **Motion Carried**
Jamie Bridges, Baltimore City Project Manager for the IAC, explained that Baltimore City Public Schools (BCPSS) has coupled a fire safety project and an HVAC project at The Historic Samuel Coleridge Taylor Elementary School to achieve cost efficiencies. In FY 2019, the IAC was able to fund the HVAC project but did not fund the fire safety project at that time. Baltimore City is requesting the application of contingency funding to the fire safety project.

Upon a motion by Mr. Gibbons, seconded by Mr. Lombardo, the IAC voted unanimously to approve a request from BCPSS to:

1. Amend the FY 2019 Capital Improvement Program (CIP) to approve funding, in the amount of \$419,000, for the fire safety project (PSC # 30.203.19 SR) at #122 The Historic Samuel Coleridge Taylor Elementary School; and
2. Transfer \$419,000 from the Statewide Contingency Account reserved for Baltimore City Public Schools to fund the fire safety project at #122 The Historic Samuel Coleridge Taylor Elementary School.

VI. Baltimore City HVAC Project Status **Removed from Agenda**

VII. IAC Legislative Audit – FY 2016 to FY 2019 **Information Only**
Ms. Spivey and David Freese, Facilities Maintenance Group Manager, informed the IAC that there was one audit finding in the legislative audit, which disclosed that the IAC did not always obtain the required corrective action plans from local education agencies (LEAs) to address maintenance deficiencies found by the IAC during periodic inspections. Mr. Freese explained that the IAC has put in place procedures to address the audit finding, primarily in the form of enhanced response tracking and follow up procedures.

VIII. Locally Funded Change Orders
Ms. Spivey explained that the change orders included in the item will be considered locally funded at the request of the LEA pursuant to changes in the Education Article included in HB 1783 (2018).

In response to questions from Commission Members, Ms. Spivey explained that in the past, the IAC staff at the Department of General Services were required to review and approve every change order on a State funded school project.

IX. Relocatables Report **Information Only**

Fred Mason, Chief, School Facilities Branch, MSDE, explained that relocatables are useful for managing capacity issues and program changes on a temporary basis. The number of relocatables in use declined over the past year as new schools were put in service, primarily in Baltimore City. The highest numbers of relocatables are in Montgomery County and Prince George's. As a percentage of students housed in relocatables, Charles County is the highest.

Dr. Salmon explained that Charles County has a relocatable school, which is a transitional school with a modular design and built on gym and cafeteria. Dr. Salmon commended the County for the great job making the relocatable school into a great environment and noted that it is a smart solution for a county with a fast growing population.

Mr. Mason further mentioned that State owned relocatables are almost entirely over 30 years old and that it is likely that the IAC will continue to see the State owned inventory decrease as relocatables are removed from service.

X. FY 2019 School Safety Grant Program Applications Report **Information Only**

Joan Schaefer, Deputy Director, briefed the members on the status of the School Safety Grant Program project approvals.

XI. Legislative Update **Information Only**

Cassandra Viscarra, Programs Support Administrator, presented the 2019 Legislative Tracker. Commission members requested a synopsis of SB 1011 be prepared by staff and provided to the members.

XII. Caroline County Greensboro Elementary School Replacement Increase to Maximum State Construction Allocation **Motion Carried**

Director Gorrell introduced Milton Nagel, Facility Planner for Caroline County, and Peter Winebrenner, Architect with Hord Coplan Macht. Director Gorrell explained that Caroline County has not built a new school in over 40 years. As the IAC looks at total cost of ownership and is building a school to guidelines that were not developed with English Learners in mind, it is critical to build a school that supports the educational program. The IAC invited the County to prove that the programmatic space was necessary in order to allow the IAC, with definitive information of why the size needs to increase, to fund additional space. COMAR currently allows this in certain counties, but there has been discussion about opening the opportunity to all counties.

Director Gorrell noted that the proposed square footage is a slight increase over the existing guidelines, and would be slightly under the new guidelines that IAC staff will recommend to the IAC at a future meeting.

Mr. Nagel acknowledged the work done by the architect to use the tools provided by the IAC to demonstrate the need for space. Mr. Winebrenner told the IAC that the tool was a great learning experience and that the process was fruitful, but the process should occur earlier in the project. He noted

that the process required the Architects to prove to themselves that they designed the most efficient and functional school, which is a worthwhile endeavor. Mr. Nagel noted that as a small LEA, the partnership of MSDE staff is critical.

Upon a motion by Mr. Gibbons, seconded by Mr. Lombardo, the IAC voted unanimously to approve an increase in the Maximum State Construction Allocation from \$27,695,000 to \$28,488,000 and the Maximum Gross Area Allowance (including cooperative use space) from 90,352 gross square feet to 92,939 gross square feet for the replacement of Greensboro Elementary School in Caroline County consistent with the provisions of COMAR 23.03.02.07.

Executive Session:

Pursuant to § 3-305(b)(7) of the General Provisions Article, Annotated Code of Maryland, and upon a motion by Mr. Lombardo, seconded by Mr. Gibbons and with unanimous agreement, the Interagency Commission met in closed session on Thursday, April 11 to obtain legal advice on a litigation matter. Clarence Felder attended as designee for Secretary Churchill and Michael Bayer attended as designee for Secretary McCord. All other members were present, except Barbara Hoffman and Todd Schuler. Also in attendance were Elizabeth Kameen, Principal Counsel for the Maryland State Department of Education, and Elliott Schoen, Assistant Attorney General. The Executive Session commenced at 10:00 a.m.

At that time, the Interagency Commission received advice from legal counsel.

Adjournment:

The meeting of the Interagency Commission on School Construction was adjourned at 10:40 a.m.

Item I. B. - SUMMARY OF CONTRACT AWARDS

Motion: To approve contract procurement as noted below.

The IAC staff has reviewed the contract procurement for the following State approved projects and recommends IAC approval.

		<u>Total Contract</u>	<u>State Funds</u>	<u>Local Funds</u>
<u>Anne Arundel County</u>				
1.	George Cromwell Elementary PSC #02.063.14/17EGRC/18/19/19EGRC LPC Renovation/Addition - Contract #2 (1 contract) Electrical Automation Services, Inc. (EASI)	\$534,105 \$534,105	\$0	\$534,105
2.	Tyler Heights Elementary PSC #02.069.19LP Renovation/Addition - Contract #4 (1 contract) 9C - J. A. Argetakis Contracting, Inc.	\$186,000 \$186,000	\$0	\$186,000
<u>Frederick County</u>				
3.	Urbana Elementary PSC #10.022.16/19 LPC Replacement - Contract #1 (10 contracts) 3A - Sody Concrete Construction, Inc. 4A - Bragunier Masonry Contractors, Inc. 5A - S. A. Halac Iron Works, Inc. 6A - William F. Klingensmith, Inc. 7A - Interstate Corporation 8A - Engineered Construction Products, Ltd. 9A - M3 Contracting, LLC 2A - Waynesboro Construction Company, Inc. 15A - Towson Mechanical, Inc. 16A - Electrico, Inc.	\$31,535,000 \$1,336,000 \$3,777,000 \$2,140,000 \$2,902,000 \$2,130,000 \$1,214,000 \$1,865,000 \$6,178,000 \$5,818,000 \$4,175,000	\$2,902,000	\$28,633,000
4.	Monocacy Middle PSC #10.034.19 SGP Security Vestibule - Contract #1 (1 contract) Callas Contractors, Inc.	\$129,900 \$129,900	\$83,136	\$46,764
5.	Ballenger Creek Middle PSC #10.041.19 SGP Security Vestibule - Contract #1 (1 contract) Callas Contractors, Inc.	\$129,500 \$129,500	\$82,880	\$46,620
6.	Catoctin High PSC #10.051.19 SGP Security Vestibule - Contract #1 (1 contract) Callas Contractors, Inc.	\$120,000 \$120,000	\$76,800	\$43,200

Item I. B. - SUMMARY OF CONTRACT AWARDS - Cont'd

		<u>Total Contract</u>	<u>State Funds</u>	<u>Local Funds</u>
<u>Howard County</u>				
7.	Pointers Run Elementary PSC #13.044.15/18/18EGRC SR Systemic Renovation - HVAC/Ceilings/Above Interior Systems 1A - Strayer Contracting, Inc. 15A - Denver-Elek, Inc.	\$7,431,958 \$2,176,958 \$5,255,000	\$4,087,577	\$3,344,381
8.	Burleigh Manor Middle PSC #13.046.15/18/18EGRC SR Systemic Renovation - HVAC/Ceiling/Above Interior Systems 15A - Denver-Elek, Inc. 1A - Brawner Builders, Inc. 16A - Fresh Air Concepts, LLC	\$10,484,000 \$5,220,000 \$2,885,000 \$2,379,000	\$3,841,000	\$6,643,000
9.	Mount View Middle PSC #13.049.15/18/18EGRC SR Systemic Renovation - HVAC/Ceilings/Above Interior Systems 1A - Strayer Contracting, Inc. 15A - Temp Air Company 16A - Fresh Air Concepts, LLC	\$9,868,421 \$2,151,621 \$6,059,000 \$1,657,800	\$4,504,000	\$5,364,421
10.	Rockburn Elementary PSC #13.050.15/18/18EGRC SR Systemic Renovation - HVAC/Ceiling/Above Interior Systems 1A - Brawner Builders, Inc. 15A - Denver-Elek, Inc. 16A - Fresh Air Concepts, LLC	\$7,884,500 \$1,989,500 \$4,075,000 \$1,820,000	\$3,285,000	\$4,599,500
<u>Montgomery County</u>				
11.	Stone Mill Elementary PSC #15.157.18 SR Systemic Renovation - HVAC Replacement Paramount Mechanical Corporation	\$2,647,000 \$2,647,000	\$519,000	\$2,128,000
12.	Springbrook High PSC #15.186.19EGRC SR Systemic Renovation - Roof Replacement - Phase II Interstate Corporation	\$3,200,000 \$3,200,000	\$408,000	\$2,792,000
<u>Prince George's County</u>				
13.	Eleanor Roosevelt High PSC #16.002.18 ASP ASP - Bleacher Replacement TJ Distributors, Inc.	\$665,960 \$665,960	\$654,426	\$11,534

Item I. B. - SUMMARY OF CONTRACT AWARDS - Cont'd

		<u>Total Contract</u>	<u>State Funds</u>	<u>Local Funds</u>
Prince George's County - Cont'd				
14.	C. Elizabeth Rieg Special Education PSC #16.041.17EGRC LPC Limited Renovation - Contract #1 (1 contract) 1 - Brown & Root Industrial Services, LLC	\$136,931 \$136,931	\$73,667	\$63,264
15.	Oaklands Elementary PSC #16.138.15 SR Systemic Renovation - Roof Replacement Montage Construction, Inc.	\$1,092,477 \$1,092,477	\$611,000	\$481,477
16.	Bowie/Belair Annex High PSC #16.262.17EGRC/19 LPC Limited Renovation - Contract #1 (1 contract) Hess Construction & Engineering Services, Inc.	\$15,841,000 \$15,841,000	\$9,720,270	\$6,120,730
Summary Totals				
Total Projects: 16	Total Contracts: 32	\$91,886,752	\$30,848,756	\$61,037,996

APPROVAL OF CONTRACTS

LEA: Anne Arundel County

PSC No 02.063.14/17EGRC/18/19/19E
GRC LPC

Project Name: George Cromwell Elementary

Bid Opening: 1/19/18

Project Type: Renovation/Addition

Scope of Work: Contract #2 (1 contract)

Basis for Award of Contract: proposal dated 1/19/18 utilizing AACPS contract #15CN-060

Basis of Funding: 24.9% of eligible proposal

Local Funds: \$534,105

State Funds: \$0

Total Contract: \$534,105

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	Electrical Automation Services, Inc. (EASI)	<u>\$534,105</u>
		<u>\$534,105</u>

- Notes:** 1) Renovation of 39,239 sf, an addition of 35,229 sf, and demolition of 2,871 sf of the existing 42,110 sf facility.
 2) Prevailing wage rates required; project bid with non-prevailing wage actual State participation in this contract is less than 24.9%.
 3) Project eligible for additional funding in a future fiscal year.
 4) All change orders are Local responsibility; change orders are not required to be submitted to the State for review.
 5) Final State funding is evaluated at time of project Close-Out.

IAC Approval Date:



3410 Mountain Road
Pasadena, MD 21122
(410) 437-3103
FAX (410) 437-3163
www.easicontrols.com

January 19, 2018

PROPOSAL/QUOTATION

PGJ0071-1

PROJECT:

AACPS-GEORGE CROMWELL ES

REFERENCE DOCUMENTS:

1. M0.01-M9.03 by Alban Eng'g dated 4/3/17
2. Specification section 230900 by Alban Eng'g dated 4/3/17

ATTENTION:

Mr. Rhonda Fish

SCOPE of WORK:

PROVIDE & INSTALL A TRIDIUM BACnet CONTROLS SYTEM INCLUDING INSTALLATION OF THE DATA BASE AT FT. SMALLWOOD, AS FOLLOWS:

TASKS: (1)

1. PLANT: We include temperature, humidity & differential pressure sensors; changeover & boiler isolation valves; flow meters (3); incidental wiring of boiler controls; pump lead-lag controls & status monitoring; CO & CH4 detectors; boiler flow switches; and incidental wiring of the chiller flow switch.
2. AHU-1 (-6): We assume the units will be furnished with dampers; we include operators for same. We also include the AIR MEASURING STATIONS; temperature, dew point, & static pressure sensors; modulating dual temp valves; freezestats, duct detector interlock wiring & static pressure limit switches; fan & pump controls & status monitoring; and high condensate level switches. We also include an AHU emergency shutdown switch.
3. VRF (19): We include incidental wiring of the FCU's, Condensing Unit, master controller, branch selector & thermostats furnished with the equipment. PLEASE NOTE that we DO NOT include programming, start-up, owner demo or warranty of controls furnished with the equipment. We DO include mapping of the monitoring points to the EMS & Ft. Smallwood.
4. VAVS (3): For each box, we include a processor (field installed), space & supply air temperature sensors, and modulating reheat valve.
5. UVS (34): For each unit, we include a processor, temperature & humidity sensors, OAYRA damper operator, modulating dual temp valve, fan status current switch & freezestat. PLEASE MAKE SURE your equipment vendor includes installation of our freezestats at their factory.
6. FCU'S (11): For each unit, we include a processor, temperature & humidity sensors, fan status current switch & modulating dual temp valve.
7. KITCHEN MUA-1: We assume the unit will be furnished with an OA damper & operator and safety controls; we include all other operating controls including temperature sensors, fan status current switch, duct detector interlock wiring; and interlock to the hood exhaust fan.
8. DSS'S (8): We include incidental control wiring of the units, condensing units & thermostats furnished with the equipment. We also include an EMS space temperature sensor for each unit.
9. UH'S (9): We include thermostats & aquastats, & valves for each unit.
10. ISOLATION VALVES (39): We include these valves as shown on M7.02.
11. CONVECTORS (28): For each unit, we include a space temperature sensor & modulating valve.
12. BASEBOARD (3): We include a valve for each section and control with AHU-4.

CONTINUED PAGE 1 of 2

PROPOSAL/QUOTATION PGJ0071-1

PROJECT:

AACPS-GEORGE CROMWELL ES

ATTENTION:

Mr. Rhonda Fish

TASKS CONTINUED:

- 13. DHW: We include return and supply water sensors, and pump control and status monitoring switch.
- 14. EF'S (18): For each fan (except EF-1), we include an MOD, temperature or humidity sensor or occ-unocc control, and fan status switch. We also include associated OA MOD's where shown.
- 15. SITE LIGHTING: We include a light level sensor and override timer for control of these lights.
- 16. ELECTRIC: We include monitoring of the generator status, transfer switches, & incoming power.
- 17. OTHER: We include a TRIDIUM "JACE" web server, submittal & as-built drawings, electrical permit as required, programming/graphics, start-up, owner training (local & off-site) and (2) year warranty. We also include (1) desktop & (1) laptop PC with operating software. Our low voltage wiring has been estimated to be run in wiremold where exposed, EMT where concealed/inaccessible, rigid conduit in the boiler room, and plenum rated cable where concealed/accessible.

EXCLUSIONS:

- 1. Installation of ATC dampers, valves, sensing wells, flow meters & pressure taps.
- 2. Other items as described above.
- 3. Power Wiring, Starters or VFD's.

BASE PRICE:

Five Hundred Thirty Four Thousand One Hundred Five Dollars-----\$534,105.00

PREPARED BY:

Greg Pronko

(443) 623-1565

ACCEPTED BY:	TITLE:	DATE:
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SIGNATURE HERETO ACKNOWLEDGES TERMS ABOVE AND SERVES AS NOTICE TO PROCEED. PROPOSAL VOID IF NOT ACCEPTED BY: 2/18/18

APPROVAL OF CONTRACTS

LEA: Anne Arundel County
 Project Name: Tyler Heights Elementary
 Project Type: Renovation/Addition
 Scope of Work: Contract #4 (1 contract)
 Basis for Award of Contract: base bid
 Basis of Funding: 50% of eligible base bid

PSC No 02.069.19LP
 Bid Opening: 11/27/18

Local Funds: \$186,000
 State Funds: \$0
 Total Contract: \$186,000

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
9C	J. A. Argetakis Contracting, Inc.	<u>\$186,000</u>
		<u>\$186,000</u>

- Notes:** 1) Renovation of 40,629 sf and addition of 44,265 sf, as well as demolition of 5,184 sf.
 2) Prevailing wage rates apply to this contract.
 3) All change orders are Local responsibility; change orders are not required to be submitted to the State for review. Final State funding is evaluated at time of project Close-Out.
 4) Project eligible for funding in a future fiscal year.

IAC Approval Date:

BID OPENING

19CN-128, (18CN-204R) 9C PAINTING
TYLER HEIGHTS ELEMENTARY SCHOOL
REVITALIZATION PROJECT

OPENS: TUE., 11/27/2018 @ 2:00 PM

✓ ✓ ✓

Contractor	<i>M&P Enterprises</i>	<i>JA Angelstadio</i>	<i>A&S Unlimited</i>	
Base Bid	<i>205,000</i>	<i>186,000</i>	<i>499,000</i>	
Contractor				
Base Bid				
Contractor				
Base Bid				
Contractor				
Base Bid				

OPENED BY: VINCE O'BRIEN

V.O.

VERIFIED BY: JOYCE BERGUSON

J.B.

APPROVAL OF CONTRACTS

LEA: Frederick County

PSC No 10.022.16/19 LPC

Project Name: Urbana Elementary

Bid Opening: 2/26/19

Project Type: Replacement

Scope of Work: Contract #1 (10 contracts)

Basis for Award of Contract: base bid plus alt. 1

Basis of Funding: 64% of eligible base bid plus alt. 1

Local Funds: \$28,633,000

State Funds: \$2,902,000

Total Contract: \$31,535,000

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
3A	Sody Concrete Construction, Inc.	\$1,336,000
4A	Bragunier Masonry Contractors, Inc.	\$3,777,000
5A	S. A. Halac Iron Works, Inc.	\$2,140,000
6A	William F. Klingensmith, Inc.	\$2,902,000
7A	Interstate Corporation	\$2,130,000
8A	Engineered Construction Products, Ltd.	\$1,214,000
9A	M3 Contracting, LLC	\$1,865,000
2A	Waynesboro Construction Company, Inc.	\$6,178,000
15A	Towson Mechanical, Inc.	\$5,818,000
16A	Electrico, Inc.	\$4,175,000
		\$31,535,000

- Notes:** 1) Replacement school on the same site with 98,178 sf, and demolition of 64,133 sf.
 2) Prevailing wage rates apply to this contracts.
 3) All change orders are Local responsibility; change orders are not required to be submitted to the State for review. Final State funding is evaluated at time of project Close-Out.
 4) Project eligible for additional funding in a future fiscal year.

IAC Approval Date:

APPROVAL OF CONTRACTS

LEA: Frederick County

PSC No 10.034.19 SGP

Project Name: Monocacy Middle

Bid Opening: 11/8/18

Project Type: Security Vestibule

Scope of Work: Contract #1 (1 contract)

Basis for Award of Contract: quote dated 11/8/18 utilizing FCPS RFQ 19C5

Basis of Funding: 64% of eligible quote

Local Funds: \$46,764

State Funds: \$83,136

Total Contract: \$129,900

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:	<u>10.034.2019</u>	<u>\$64</u>
Increase Contingency Amount:	<u>40.015.2019</u>	<u>\$64</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	Callas Contractors, Inc.	<u>\$129,900</u>
		<u>\$129,900</u>

Notes: 1) Renovations to the interior of the school to provide a new security vestibule to improve school security and to better control accessibility.

IAC Approval Date:

RFQ 19C5, SECURITY VESTIBULES FOR MONOCACY MIDDLE, BALLENGER CREEK MIDDLE AND CATOCTIN HIGH SCHOOLS
QUOTE TABULATION

MONOCACY MIDDLE SCHOOL	Callas Contractors	Keller Brothers	Waynesboro Construction
Total Base Bid:	\$ 113,900.00	\$ 128,000.00	\$ 159,000.00
Alternate 1A: Electronic Hardware and Timers to control accessibility.	\$ 5,000.00	\$ 5,500.00	\$ 2,400.00
Alternate 1B: Card Readers	\$ 11,000.00	\$ 17,700.00	\$ 7,800.00
TOTAL BASE BID + ALTERNATES	\$ 129,900.00	\$ 151,200.00	\$ 189,200.00
BALLENGER CREEK MIDDLE SCHOOL			
Total Base Bid:	\$ 113,500.00	\$ 142,200.00	\$ 157,000.00
Alternate 1A: Electronic Hardware and Timers to control accessibility.	\$ 5,000.00	\$ 5,500.00	\$ 2,400.00
Alternate 1B: Card Readers	\$ 11,000.00	\$ 18,500.00	\$ 7,800.00
TOTAL BASE BID + ALTERNATES	\$ 129,500.00	\$ 166,200.00	\$ 167,200.00
CATOCTIN HIGH SCHOOL			
Total Base Bid:	\$ 104,000.00	\$ 111,500.00	\$ 142,000.00
Alternate 1A: Electronic Hardware and Timers to control accessibility.	\$ 5,000.00	\$ 5,500.00	\$ 2,400.00
Alternate 1B: Card Readers	\$ 11,000.00	\$ 17,200.00	\$ 7,880.00
TOTAL BASE BID + ALTERNATES	\$ 120,000.00	\$ 134,200.00	\$ 152,080.00
GRAND TOTAL:	\$ 379,400.00	\$ 451,600.00	\$ 488,480.00

APPROVAL OF CONTRACTS

LEA: Frederick County

PSC No 10.041.19 SGP

Project Name: Ballenger Creek Middle

Bid Opening: 11/8/18

Project Type: Security Vestibule

Scope of Work: Contract #1 (1 contract)

Basis for Award of Contract: quote dated 11/8/18 utilizing FCPS RFQ 19C5

Basis of Funding: 64% of eligible quote

Local Funds: \$46,620

State Funds: \$82,880

Total Contract: \$129,500

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:	<u>10.041.2019</u>	<u>\$320</u>
Increase Contingency Amount:	<u>40.015.2019</u>	<u>\$320</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	Callas Contractors, Inc.	<u>\$129,500</u>
		<u>\$129,500</u>

Notes: 1) Renovations to the interior of the school to provide a new security vestibule to improve school security and to better control accessibility.

IAC Approval Date:

APPROVAL OF CONTRACTS

LEA: Frederick County

PSC No 10.051.19 SGP

Project Name: Catoctin High

Bid Opening: 11/8/18

Project Type: Security Vestibule

Scope of Work: Contract #1 (1 contract)

Basis for Award of Contract: quote dated 11/8/18 utilizing FCPS RFQ 19C5

Basis of Funding: 64% of eligible quote up to the amount of maximum allocation

Local Funds: \$43,200

State Funds: \$76,800

Total Contract: \$120,000

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	Callas Contractors, Inc.	<u>\$120,000</u>
		<u>\$120,000</u>

Notes: 1) Renovations to the interior of the school to provide a new security vestibule to improve school security and to better control accessibility.

IAC Approval Date:

APPROVAL OF CONTRACTS

LEA: Howard County

PSC No 13.044.15/18/18EGRC SR

Project Name: Pointers Run Elementary

Bid Opening: 1/9/19

Project Type: Systemic Renovation

Scope of Work: HVAC/Ceilings/Above Interior Systems

Basis for Award of Contract: base bid plus alt. 1

Basis of Funding: 55% of eligible base bid plus alt. 1 up to the amount of maximum allocation

Local Funds: \$3,344,381

State Funds: \$4,087,577

Total Contract: \$7,431,958

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
1A	Strayer Contracting, Inc.	\$2,176,958
15A	Denver-Elek, Inc.	\$5,255,000
		<u><u>\$7,431,958</u></u>

- Notes:** 1) Replacement of 1991 HVAC equipment, including two (2) boilers, one (1) hot water heater, 12 air handling units, terminal units, two (2) heating and ventilating units, ductwork, and controls. Replacement of the 2000 HVAC equipment, including two (2) boilers, two (2) rooftop units, and ten (10) unit ventilators. Replacement of the fire alarm system, all ceilings, and lighting fixtures.
- 2) Prevailing wage rates apply to this contract.
- 3) All change orders are Local responsibility; change orders are not required to be submitted to the State for review.
- 4) Final State funding is evaluated at time of project Close-Out.
- 5) Retain \$222,423 for additional contract.

IAC Approval Date:

APPROVAL OF CONTRACTS

LEA: Howard County

PSC No 13.046.15/18/18EGRC SR

Project Name: Burleigh Manor Middle

Bid Opening: 1/10/19

Project Type: Systemic Renovation

Scope of Work: HVAC/Ceiling/Above Interior Systems

Basis for Award of Contract: base bid

Basis of Funding: 55% of eligible base bid up to the amount of maximum allocation

Local Funds: \$6,643,000

State Funds: \$3,841,000

Total Contract: \$10,484,000

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
15A	Denver-Elek, Inc.	\$5,220,000
1A	Brawner Builders, Inc.	\$2,885,000
16A	Fresh Air Concepts, LLC	\$2,379,000
		<u><u>\$10,484,000</u></u>

- Notes: 1) Replacement of the entire HVAC system, fire alarm system, all ceilings and all existing lighting fixtures, in the original 1992 building. The boilers installed in 2015 will remain.
2) Prevailing wage rates apply to this contract.
3) All change orders are Local responsibility; change orders are not required to be submitted to the State for review.
4) Final State funding is evaluated at time of project Close-Out.

IAC Approval Date:

APPROVAL OF CONTRACTS

LEA: Howard County

PSC No 13.049.15/18/18EGRC SR

Project Name: Mount View Middle

Bid Opening: 1/10/19; 3/15/19

Project Type: Systemic Renovation

Scope of Work: HVAC/Ceilings/Above Interior Systems

Basis for Award of Contract: base bid

Basis of Funding: 55% of eligible base bid up to the amount of maximum allocation

Local Funds: \$5,364,421

State Funds: \$4,504,000

Total Contract: \$9,868,421

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
1A	Strayer Contracting, Inc.	\$2,151,621
15A	Temp Air Company	\$6,059,000
16A	Fresh Air Concepts, LLC	\$1,657,800
		<u><u>\$9,868,421</u></u>

- Notes: 1) Replacement of the entire HVAC system, all ceilings and all existing lighting fixtures, installed in 1993.
2) Prevailing wage rates apply to this contract.
3) All change orders are Local responsibility; change orders are not required to be submitted to the State for review.
4) Final State funding is evaluated at time of project Close-Out.

IAC Approval Date:

APPROVAL OF CONTRACTS

LEA: Howard County

PSC No 13.050.15/18/18EGRC SR

Project Name: Rockburn Elementary

Bid Opening: 1/10/19

Project Type: Systemic Renovation

Scope of Work: HVAC/Ceiling/Above Interior Systems

Basis for Award of Contract: base bid

Basis of Funding: 55% of eligible base bid up to the amount of maximum allocation

Local Funds: \$4,599,500

State Funds: \$3,285,000

Total Contract: \$7,884,500

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
1A	Brawner Builders, Inc.	\$1,989,500
15A	Denver-Elek, Inc.	\$4,075,000
16A	Fresh Air Concepts, LLC	\$1,820,000
		<u>\$7,884,500</u>

- Notes: 1) Replacement of the entire HVAC system, the fire alarm system, all ceilings and all existing lighting fixtures in the original 1993 building.
2) Prevailing wage rates apply to this contract.
3) All change orders are Local responsibility; change orders are not required to be submitted to the State for review.
4) Final State funding is evaluated at time of project Close-Out.

IAC Approval Date:

APPROVAL OF CONTRACTS

LEA: Montgomery County

PSC No 15.157.18 SR

Project Name: Stone Mill Elementary

Bid Opening: 12/21/18

Project Type: Systemic Renovation

Scope of Work: HVAC Replacement

Basis for Award of Contract: base bid

Basis of Funding: 24.9% of eligible base bid up to the amount of maximum allocation

Local Funds: \$2,128,000

State Funds: \$519,000

Total Contract: \$2,647,000

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	Paramount Mechanical Corporation	<u>\$2,647,000</u>
		<u>\$2,647,000</u>

- Notes:** 1) Replacement of the 1988 HVAC equipment including three (3) rooftop units serving the gym, cafeteria, and administration, two (2) air handling units for ventilation air, and 40 fan coil units serving the classrooms.
 2) Prevailing wage rates required; project bid with non-prevailing wage rates therefore State participation in this contract is calculated at 24.9%.
 3) All change orders are Local responsibility; change orders are not required to be submitted to the State for review. Final State funding is evaluated at time of project Close-Out.

IAC Approval Date:

STONE MILL ELEMENTARY SCHOOL
HVAC REPLACEMENT

	American Combustion Industries, Inc.	Denver Elek, Inc.	EMJAY Engineering & Construction Co.	W.L. Gary	Mallick Mechanical Contractors	M&M Welding & Fabricators, Inc.	Paramount Mechanical	Shapiro & Duncan, Inc.	Towson Mechanical, Inc.	
Base Bid	no bid	\$2,806,000	no bid	\$3,250,000	no bid	\$3,168,000	\$2,647,000	\$3,050,000	no bid	
Bid Bond		X		X		X	X	X		
MBE		X		X		X	X	X		
Addendum 1-4		X		X		X	X	X		

5/9/19 IAC Meeting

APPROVAL OF CONTRACTS

LEA: Montgomery County

PSC No 15.186.19EGRC SR

Project Name: Springbrook High

Bid Opening: 2/11/19

Project Type: Systemic Renovation

Scope of Work: Roof Replacement - Phase II

Basis for Award of Contract: base bid

Basis of Funding: 24.9% of eligible base bid up to the amount of maximum allocation

Local Funds: \$2,792,000

State Funds: \$408,000

Total Contract: \$3,200,000

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	Interstate Corporation	<u>\$3,200,000</u>
		<u>\$3,200,000</u>

- Notes: 1) Phase II - Replacement of the 72,000 sf 1994 roof.
2) Prevailing wage rates required; project bid with non-prevailing wage rates therefore State participation in this contract is calculated at 24.9%.
3) All change orders are Local responsibility; change orders are not required to be submitted to the State for review. Final State funding is evaluated at time of project Close-Out.

IAC Approval Date:

DEPARTMENT OF FACILITIES MANAGEMENT		SPRINGBROOK HS PHASE III ROOF REPLACEMENT								
BIDDER	Built Up Roofing	CitrRoof Corp	Cole Roofing Co	Interstate Corp	Kalkreuth roofing	Orndorff & Spaid	Rayco Roof Service	R.D. Bean Inc	Tecta America East	Vatica Contracting
Base Bid				\$3,200,000.00		\$3,627,264.00				
Lightweight Concrete				\$35.00		\$30.00				
Metal Deck				\$20.00		\$10.00				
Wood Deck				\$20.00		\$8.00				
Tractum Deck				\$40.00		\$30.00				
Bid Bond				X		X				
MBE				X		X				
Addendum 1				X		X				

APPROVAL OF CONTRACTS

LEA: Prince George's County

PSC No 16.002.18 ASP

Project Name: Eleanor Roosevelt High

Bid Opening: 6/16/18

Project Type: ASP

Scope of Work: Bleacher Replacement

Basis for Award of Contract: proposal dated 6/16/18 utilizing BCPS Contract MBU-510-12

Basis of Funding: ASP

Local Funds: \$11,534

State Funds: \$654,426

Total Contract: \$665,960

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	TJ Distributors, Inc.	<u>\$665,960</u>
		<u>\$665,960</u>

Notes: 1) Replacement of stadium bleachers; work will also include a new press box with new HVAC and electrical systems, and ADA ramp access and paths.

2) Eligible for funding available within FY 2018 ASP allocation for LEA at time of reimbursement request.

IAC Approval Date:



BID TABULATION
 BCPS Rider Agreement #MBU-510-12

Bid Submission: June 16, 2018 FY 18 Eleanor Roosevelt High School Bleacher Replacement Aging Schools Program Project PSC. 16.002.18 ASP	TJ Distributors, Inc.
# Bids Received: <1>	Awarded Contractor
Total Base Bid Project Cost for All General Construction	\$665,960.00
Contingency Allowance (included in base bid)	\$0.00
Architectural and Engineering Services (included in base bid)	\$5,000.00
New Equipment (included in base bid)	\$660,960.00
BASE TOTAL	\$665,960.00
Alternates - Not applicable	\$0.00
Total Base with Alternates	\$665,960.00

Prince George's County Public Schools
 Department of Capital Programs Procurement Section

6/16/2018

APPROVAL OF CONTRACTS

LEA: Prince George's County

PSC No 16.041.17EGRC LPC

Project Name: C. Elizabeth Rieg Special Education

Bid Opening: 9/7/18

Project Type: Limited Renovation

Scope of Work: Contract #1 (1 contract)

Basis for Award of Contract: base bid utilizing IFB #005-14 Pre-Qualified JOC Contractors

Basis of Funding: 63% of eligible base bid

Local Funds: \$63,264

State Funds: \$73,667

Total Contract: \$136,931

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
1	Brown & Root Industrial Services, LLC	<u>\$136,931</u>
		<u>\$136,931</u>

- Notes:** 1) Limited Renovation of 19,385 sf, for 101 students. The request includes selected educational program enhancements and selected system upgrades in the existing school.
 2) Ineligible Contingency Allowance (\$20,000).
 3) The project delivery method is Design-Build utilizing IFB 005-14 Pre-Approved JOC Contractors. Bidder selected by technical evaluation and price proposal. State reimbursement is contingent upon DGS review of the design before LEA proceeds to the next stage of design or begins construction. If the design is found to be inadequate to State standards and is not corrected at local expense then funding for this project may be cancelled. Final adjustment of the State's participation shall be made at project closeout.
 4) Retain \$3,927,333 for additional contracts.

IAC Approval Date:



BID TABULATION: JOC 005-14, Task Order 128

Bid Opening: September 7, 2018 FY 17 C Elizabeth Rieg Special Education Limited Renovation Phase I PSC. 16.014.17 EGR LPC	Brown & Root Industrial Services
# Bids Received: < _____ >	1
Total Base Bid Project Cost for All General Construction	\$136,931.33
Alternates - Not Applicable	\$0.00
Contingency Allowance (included in base bid)	\$20,000.00
Total Base Bid	\$136,931.33

APPROVAL OF CONTRACTS

LEA: Prince George's County

PSC No 16.138.15 SR

Project Name: Oaklands Elementary

Bid Opening: 1/15/19

Project Type: Systemic Renovation

Scope of Work: Roof Replacement

Basis for Award of Contract: base bid utilizing IFB #005-14 Pre-Qualified JOC Contractors

Basis of Funding: 63% of eligible base bid up to the amount of maximum allocation

Local Funds: \$481,477

State Funds: \$611,000

Total Contract: \$1,092,477

State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	Montage Construction, Inc.	<u>\$1,092,477</u>
		<u>\$1,092,477</u>

- Notes:** 1) Replacement of the entire 44,875 sf 1993 built-up roof.
 2) Prevailing wage rates apply to this contract.
 3) Ineligible Contingency Allowance (\$40,000) and A/E and FF & E fees (\$34,400).
 4) The project delivery method is Design-Build utilizing IFB 005-14 Pre-Approved JOC Contractors. Bidder selected by technical evaluation and price proposal. State reimbursement is contingent upon DGS review of the design before LEA proceeds to the next stage of design or begins construction. If the design is found to be inadequate to State standards and is not corrected at local expense then funding for this project may be cancelled.
 5) All change orders are Local responsibility; change orders are not required to be submitted to the State for review. Final State funding is evaluated at time of project Close-Out.

IAC Approval Date:

BID TABULATION: JOC 005-14, Task Order DCP19-05

Bid Opening: January 15, 2019 FY 18 Oakland Elementary School Roof Replacement Project PSC. 16.138.18 SR	Montage Construction, Inc.
# Bids Received: < N/A RFQ >	Awarded Contractor
Total Base Bid Project Cost for All General Construction	\$1,092,476.53
Contingency Allowance (included in base bid)	\$40,000.00
Architectural and Engineering Services (included in base bid)	\$34,400.00
BASE TOTAL	\$1,092,476.53
Alternates - N/A No alternates were selected with this award	\$0.00
Total Base with Alternates	\$1,092,476.53

Prince George's County Public Schools
 Department of Capital Programs Procurement Section

1/15/2019

APPROVAL OF CONTRACTS

LEA: Prince George's County

PSC No 16.262.17EGRC/19 LPC

Project Name: Bowie/Belair Annex High

Bid Opening: 9/7/18

Project Type: Limited Renovation

Scope of Work: Contract #1 (1 contract)

Basis for Award of Contract: base bid plus alts. 1, 3, 6-8, 10

Basis of Funding: 63% of eligible base bid plus alts. 1, 3, 6-8, 10

Local Funds: \$6,120,730

State Funds: \$9,720,270

Total Contract: \$15,841,000

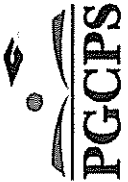
State Contingency for Change Orders: \$0

Transfer State Funds:	Account No.	Amount
Decrease Project Amount:		<u>\$0</u>
Increase Contingency Amount:		<u>\$0</u>
Decrease Contingency Amount:		<u>\$0</u>
Increase Project Amount:		<u>\$0</u>

<u>Contract #</u>	<u>Contractor</u>	<u>Total Contract</u>
	Hess Construction & Engineering Services, Inc.	<u>\$15,841,000</u>
		<u>\$15,841,000</u>

- Notes:** 1) Limited renovation of 20,481 sf, for 2,354 students. Request includes selected educational program enhancements and selected system upgrades in the existing school.
2) Prevailing wage rates apply to this contract.
3) Ineligible Contingency Allowance (\$412,000).
4) The project delivery method is Design-Build utilizing IFB 005-14 Pre-Approved JOC Contractors. Bidder selected by technical evaluation and price proposal. State reimbursement is contingent upon DGS review of the design before LEA proceeds to the next stage of design or begins construction. If the design is found to be inadequate to State standards and is not corrected at local expense then funding for this project may be cancelled. Final adjustment of the State's participation shall be made at project closeout.
5) Retain \$1,954,730 for additional contracts.

IAC Approval Date:



BID TABULATION: IFB #DCP18-22 Bowie HS Annex Limited Restoration

Due Date: September 6, 2018 Due Time: 10:00AM								
# Bids Received: < 2 >	Hess Construction	Tuckman-Barbee						
Total Base Bid Project Cost for All General Construction	✓ \$13,660,000.00	\$14,808,900.00						
Alternates 1,3,6,7,8,10	✓ \$2,181,000.00	\$2,412,000.00						
Total Base Bid	✓ \$15,841,000.00	\$17,220,900.00						
Verify Bid Attachments "X"								
1. Two (2) Original Bid Forms	X	X						
2. Two (2) Bid Security	X	X						
3. Two (2) Anti-Bribery Affidavit	X	X						
4. Two (2) Copies of valid Business License	X	X						
5. Two (2) Attachment A – Certified Minority Business Enterprise Utilization and Fair Solicitation Affidavit	X	X*						
6. Two (2) Attachment B – MBE Participation Schedule	X	X						
7. Acknowledgment of ALL Issued Addenda	X	X						

*Tuckman-Barbee seeking partial waiver of overall MBE participation goals. Failed to provide State of Maryland Tax Certification document.

Item I.C. Approval of Accounting Adjustments – Closed Projects

Motion:

To approve the final project costs as presented and to remove the projects from the active project detailed financial report.

Background Information:

The projects identified below are complete and closed out. IAC recommends that the IAC approve the closeouts. Action by the IAC allows the projects to be removed from the active project detailed financial report.

Project Information:

<u>Project Name</u>	<u>Project Type</u>	<u>Approved Contracts Form 306.6</u>	<u>Final State Project Cost</u>
<u>ALLEGANY COUNTY</u>			
1. Braddock Middle 01.025.2016	Roof	\$1,096,480	<u>\$1,096,480</u>
<u>BALTIMORE COUNTY</u>			
2. Villa Cresta Elementary 03.012.2016	Air Conditioning	1,620,986	<u>\$1,620,986</u>
3. Scotts Branch Elementary 03.025.2014 ACI	Air Conditioning	981,698	<u>\$981,698</u>
4. Chesapeake Terrace Elementary 03.035.2011 03.035.2015	Roof	221,578 405,422	<u>\$627,000</u>
5. White Oak Elementary 03.065.2016	Boiler	168,000	<u>\$168,000</u>
6. Parkville Middle 03.082.2014 ACI	Air Conditioning	2,099,500	<u>\$2,099,500</u>
7. Seven Oaks Elementary 03.096.2008 03.096.2016	Boiler	77,166 0	<u>\$77,166</u>
8. Featherbed Lane Elementary 03.102.2014 ACI	Air Conditioning	2,126,000	<u>\$2,126,000</u>
9. Joppa View Elementary 03.112.2016	Air Conditioning	1,599,000	<u>\$1,599,000</u>
10. Battle Grove Elementary 03.116.2016 EGRC 03.116.2018 03.116.2018 EGRC	Air Conditioning	735,539 1,545,912 269,461	<u>\$2,550,912</u>

	<u>Project Name</u>	<u>Project Type</u>	<u>Approved Contracts Form 306.6</u>	<u>Final State Project Cost</u>
	<u>BALTIMORE COUNTY (cont'd)</u>			
11.	Owings Mills Elementary 03.124.2015	Roof	517,000	<u>\$517,000</u>
12.	Chase Elementary 03.135.2014 03.135.2016	Air Conditioning	500,000 1,088,196	<u>\$1,588,196</u>
13.	Dundalk/Sollers Point Technical High 03.140.2007 03.140.2011 03.140.2012 03.140.2013 03.140.2013 HPB	Replacement	250,000 6,869,956 5,863,069 17,045,774 306,284	<u>\$30,335,083</u>
14.	Patapsco High & Center for the Arts 03.145.2013	Windows/Doors	1,136,500	<u>\$1,136,500</u>
15.	Lansdowne High 03.149.2013	Windows/Doors	1,990,000	<u>\$1,990,000</u>
16.	Bear Creek Elementary 03.153.2017	Air Conditioning	2,316,600	<u>\$2,136,600</u>
17.	Overlea High 03.165.2013	Windows/Doors	1,179,000	<u>\$1,179,000</u>
18.	Deer Park Elementary 03.170.2011 03.170.2015	Roof	300,000 363,000	<u>\$663,000</u>
19.	Orems Elementary 03.182.2018 03.182.2018 EGRC	Air Conditioning	1,165,080 787,000	<u>\$1,952,080</u>
20.	Wellwood International Elementary 03.183.2014 ACI	Air Conditioning	1,930,000	<u>\$1,930,000</u>
21.	Halstead Academy 03.186.2014 03.186.2016	Air Conditioning	1,000,000 639,716	<u>\$1,639,716</u>
22.	Carney Elementary 03.188.2014 03.188.2016	Air Conditioning	665,181 1,279,819	<u>\$1,945,000</u>

	<u>Project Name</u>	<u>Project Type</u>	<u>Approved Contracts Form 306.6</u>	<u>Final State Project Cost</u>
<u>CECIL COUNTY</u>				
23.	Perryville Elementary 07.020.2015 07.020.2016 07.020.2017	Renovation	2,698,047 4,114,530 841,423	<u>\$7,654,000</u>
24.	Career & Technology Center 07.042.2015 07.042.2016	Renovation	5,100,463 210,537	<u>\$5,311,000</u>
<u>FREDERICK COUNTY</u>				
25.	Middletown Elementary 10.001.2019	HVAC	191,552	<u>\$191,552</u>
26.	Emmitsburg Elementary 10.006.2018	Roof	256,455	<u>\$256,455</u>
27.	Hillcrest Elementary 10.039.2018	Roof	399,984	<u>\$399,984</u>
<u>GARRETT COUNTY</u>				
28.	Southern Middle 11.008.2018	Fire Safety	96,160	<u>\$96,160</u>
<u>HARFORD COUNTY</u>				
29.	Fallston High 12.001.2014 12.001.2015	HVAC/Ceiling/Lighting	5,056,000 3,353,021	<u>\$8,409,021</u>
30.	Riverside Elementary 12.045.2014 12.045.2017	HVAC/Windows/Doors	630,616 3,389,477	<u>\$4,020,093</u>
<u>HOWARD COUNTY</u>				
31.	Elkridge Elementary 13.020.2015	Boiler	199,232	<u>\$199,232</u>
32.	Rockburn Elementary 13.050.2016	Boiler	178,510	<u>\$178,510</u>
33.	Manor Woods Elementary 13.052.2016	Fire Safety	99,000	<u>\$99,000</u>
34.	River Hill High 13.053.2015	Roof	1,729,000	<u>\$1,729,000</u>
35.	Laurel Woods Elementary 13.065.2015	Addition	2,507,000	<u>\$2,507,000</u>

	<u>Project Name</u>	<u>Project Type</u>	<u>Approved Contracts Form 306.6</u>	<u>Final State Project Cost</u>
<u>MONTGOMERY COUNTY</u>				
36.	Silver Spring International Middle 15.002.2018	HVAC	730,027	<u>\$730,027</u>
37.	Damascus High 15.090.2011 15.090.2016	HVAC	210,687 203,151	<u>\$413,838</u>
38.	Briggs Chaney Middle 15.167.2018	HVAC	544,912	<u>\$544,912</u>
39.	Laytonsville Elementary 15.221.2017	HVAC	449,000	<u>\$449,000</u>
<u>PRINCE GEORGE'S COUNTY</u>				
40.	Gwynn Park High 16.001.2014	SSR Renovation	347,000	<u>\$347,000</u>
41.	Marlton Elementary 16.004.2011	Renovation – Open Space Conversion	419,540	<u>\$419,540</u>
42.	H. W. Wheatley Special Education 16.017.2013	Doors	193,000	<u>\$193,000</u>
43.	Paint Branch Elementary 16.018.2013	Doors	193,000	<u>\$193,000</u>
44.	Deerfield Run Elementary 16.030.2013	Renovation – Open Space Conversion	1,865,784	<u>\$1,865,784</u>
45.	Rogers Heights Elementary 16.051.2014	UV	406,161	<u>\$406,161</u>
46.	Arrowhead Elementary 16.074.2013	Piping	367,000	<u>\$367,000</u>
47.	District Heights Elementary 16.076.2016	HVAC	163,658	<u>\$163,658</u>
48.	James H. Harrison Elementary 16.113.2012	Roof	597,012	<u>\$597,012</u>
49.	James H. Harrison Elementary 16.113.2013	Doors	193,000	<u>\$193,000</u>
50.	Beltsville Elementary 16.115.2013	Piping	489,000	<u>\$489,000</u>
51.	Beltsville Elementary 16.115.2013	Windows	1,113,605	<u>\$1,113,605</u>

<u>Project Name</u>	<u>Project Type</u>	<u>Approved Contracts Form 306.6</u>	<u>Final State Project Cost</u>
<u>PRINCE GEORGE'S COUNTY</u> (cont'd)			
52. Barnaby Manor Elementary 16.123.2014	Roof	94,091	<u>\$94,091</u>
53. Edgar Allen Poe Elementary 16.140.2013	Piping	367,000	<u>\$367,000</u>
54. Rockledge Elementary 16.148.2013	Doors	193,000	<u>\$193,000</u>
55. Rose Valley Elementary 16.157.2013	Doors	193,000	<u>\$193,000</u>
56. J. Frank Dent Elementary 16.165.2013	Renovation – Open Space Conversion	1,054,000	<u>\$1,054,000</u>
57. Duval High 16.194.2013	Structural	558,000	<u>\$558,000</u>
58. Gaywood Elementary 16.203.2013	Piping	367,000	<u>\$367,000</u>
59. Fort Foote Elementary 16.214.2013	Piping	428,000	<u>\$428,000</u>
60. Potomac High 16.216.2014 ACI	Air Conditioning	325,195	<u>\$325,195</u>
61. Barack Obama Elementary 16.235.2009 16.235.2010	New	5,784,338 2,747,203	<u>\$8,531,541</u>
<u>ST. MARY'S COUNTY</u>			
62. Spring Ridge Middle 18.002.2015 18.002.2016 18.002.2017	Limited Renovation/Addition	5,827,000 7,014,800 88,200	<u>\$12,930,000</u>
<u>MARYLAND SCHOOL FOR THE BLIND</u>			
63. Autistic – Blind Dormitory Building 25.001.2013 25.001.2015 25.001.2016 25.001.2017	Replacement	5,000,369 1,776,631 5,316,000 67,000	<u>\$12,160,000</u>

<u>Project Name</u>	<u>Project Type</u>	<u>Approved Contracts Form 306.6</u>	<u>Final State Project Cost</u>
<u>MARYLAND SCHOOL FOR THE BLIND (cont'd)</u>			
64. Autistic – Blind Education Building 25.001.2013 25.001.2015 25.001.2016 25.001.2017	Replacement	6,000,000 1,956,000 3,300,000 2,112,500	<u>\$13,368,500</u>
66. Preschool Early Learning & Outreach Instructional Facility 25.001.2017 25.001.2018	Renovation/Addition	3,486,000 8,196,000	<u>\$11,682,000</u>
<u>BALTIMORE CITY</u>			
66. #027 Commodore John Rodgers PK-8 30.017.2014	Elevator	405,288	<u>\$405,288</u>
67. #027 Commodore John Rodgers PK-8 30.017.2016	Roof	1,101,957	<u>\$1,101,957</u>
68. #047 Hampstead Hill Academy PK-8 30.025.2013	Boiler/Chiller	1,456,380	<u>\$1,456,380</u>
69. #157 George G. Kelson Elementary 30.056.2014	Roof	680,000	<u>\$680,000</u>
70. #105A Moravia Park PK-5 30.057.2015	Boiler	571,950	<u>\$571,950</u>
71. #125 Furman L. Templeton Elementary 30.061.2012 SA	Windows/Doors	678,136	<u>\$678,136</u>
72. #215 Highlandtown PK-8 30.072.2015	Elevator	250,626	<u>\$250,626</u>
73. #301 William S. Baer Special Education 30.108.2013	Windows/Doors	714,017	<u>\$714,017</u>
74. #063 Rosemont PK-8 30.127.2015	Elevator	213,491	<u>\$213,491</u>
75. #124A Bay Brook Elementary/Middle 30.175.2012 SA	Roof	361,991	<u>\$361,991</u>
76. #248 Sinclair Lane Elementary 30.193.2015	Roof	720,000	<u>\$720,000</u>

<u>Project Name</u>	<u>Project Type</u>	<u>Approved Contracts Form 306.6</u>	<u>Final State Project Cost</u>
BALTIMORE CITY (cont'd)			
77. #205 Woodhome Elementary 30.196.2012 SA	Windows	658,001	<u>\$658,001</u>
79. #031 Coldstream Park PK-8 30.198.2015	Fire Safety	176,700	<u>\$176,700</u>
79. #122 Samuel Coleridge Taylor Elementary/Middle 30.203.2012 30.203.2014	Windows/Doors	1,500,000 58,926	<u>\$1,558,926</u>
80. #122 Samuel Coleridge Taylor Elementary/Middle 30.203.2015	Roof	1,263,870	<u>\$1,263,870</u>
81. #150 Mary A. Winterling Elementary 30.225.2013	Windows/Doors	863,793	<u>\$863,793</u>
82. #251 Callaway Elementary 30.257.2012 30.257.2014	Roof	354,138 925,570	<u>\$1,279,708</u>
83. #054 Barclay PK-8 30.260.2015	Elevator	277,263	<u>\$277,263</u>
84. #170 Thurgood Marshall Building 30.264.2012 30.264.2013	Roof	2,461,000 16,100	<u>\$2,477,100</u>

<u>Project Name</u>	<u>Project Type</u>	<u>Approved Contracts Form 306.6</u>	<u>Final State Project Cost</u>
<u>BALTIMORE CITY (cont'd)</u>			
76. #082 Dr. Roland N. Patterson, Sr. Building 30.263.2015	Elevator	320,000	<u>\$320,000</u>
77. #102 Thomas G. Hayes Elementary 30.275.2012	Roof	602,000	<u>\$602,000</u>

Item I.D. Completed Project Allocation Reversions

Motion:

To approve, subject to final audit, the reversion of the amounts identified below to the appropriate statewide contingency accounts.

Background Information:

The projects below are ready to be closed out but have small balances remaining. In order to fully close the project, staff recommends that the IAC approve the reversion of the unused balances as identified below.

Project Information:

<u>Project Name</u>	<u>Project Number</u>	<u>Project Type</u>	<u>Amount</u>
<u>FREDERICK COUNTY</u>			
Emmitsburg Elementary	10.006.18 SR	Roof	\$25,145
<u>FREDERICK COUNTY TOTAL:</u>			<u>\$25,145</u>
<u>HOWARD COUNTY</u>			
Rockburn Elementary	13.050.16 SR	Boiler	\$4,463
<u>HOWARD COUNTY TOTAL:</u>			<u>\$4,463</u>
<u>BALTIMORE CITY:</u>			
#125 Furman L. Templeton Elementary	30.061.12SA SR	Windows/Doors	\$21,705
#138 Harriet Tubman Elementary	30.150.12SA SR	UST	606
#205 Woodhome Elementary	30.196.12SA SR	Windows	15,023
#170 Thurgood Marshall Building	30.264.13 SR	Roof	75,000
<u>BALTIMORE CITY TOTALS:</u>			<u>\$112,334</u>
<u>GRAND TOTAL:</u>			<u>\$141,942</u>

Item I. E. Rescission of Supplemental Appropriation Funding – Baltimore City

Motion:

To approve the rescission of two (2) Baltimore City Supplemental Appropriation projects and to transfer \$26,000 to the LEA Reserve Contingency Account.

Background Information:

On April 1, 2015 and October 5, 2016, the Board of Public Works approved the realignment of unexpended funds within the Supplemental Appropriation to two (2) new projects for Baltimore City Public Schools (BCPSS) based on project estimates. Upon receipt of a letter dated April 23, 2019, BCPSS is requesting rescission of the funding due to the work being performed prior to obtaining approval of the project scope and allocation. The work for both projects was completed at the local level.

<u>School Name</u>	<u>PSC #</u>	<u>Project Type</u>	<u>Allocation to be Rescinded</u>
#157 George G. Kelson Elementary	30.056.12SA SR	Grease Traps	\$9,000
#225 Westport Elementary	30.082.12SA SR	Mechanical	\$15,000
		Total:	\$26,000

Item II. A. Approval of School Closure and Property Transfer – Baltimore City – Gilmor Elementary School, #107

Motion:

To approve the closure and transfer of Gilmor Elementary School, #107, 1311 N. Gilmor Street, Baltimore, MD, 21217, from the Baltimore City Board of Commissioners (BOC) to the Mayor and City Council of Baltimore, as approved by the BOC on January 8, 2019, in accordance with the *Memorandum Of Understanding For The Construction And Revitalization Of Baltimore City Public Schools*, dated October 2013 and amended August 2017.

Background Information and Building Data:

Size:	77,290 sf
Acres involved in transaction:	3.47
Original Construction Date:	1961
State Rated Capacity:	347
Approval History:	N/A
State Investment	TBD
Outstanding State Bond Debt	\$887,140
Debt Service Payment Schedule	

On January 8, 2019, the Baltimore City Public Schools Board of Commissioners approved closing the Gilmor Elementary School #107 program and building. The Gilmor and William Pinderhughes catchment zones will be combined to create a new William Pinderhughes PK-8 zone. For the 2019-20 school year, students will be housed in the George Kelson building #157. The Gilmor building will be surplus to the City of Baltimore in Summer 2019. Future use of the property is undetermined.

Item II. B. Approval of School Closure and Property Transfer – Baltimore City – Dr. Roland Patterson Sr. Building, #82

Motion:

To approve the closure and transfer of the Dr. Roland N. Patterson Sr. Building, #82, located at 4701 Greenspring Drive, Baltimore, MD, 21209, from the Baltimore City Public Schools Board of Commissioners (BOC) to the Mayor and City Council of Baltimore, as approved by the BOC on January 8, 2019, in accordance with the *Memorandum Of Understanding For The Construction And Revitalization Of Baltimore City Public Schools*, dated October 2013 and amended August 2017.

Background Information and Building Data:

Size:	347,800 sf
Acres involved in transaction:	26.4
Original Construction Date:	1972
State Rated Capacity:	680 (Patterson, closed program); 487, KIPP Academy; total SRC of the building is 2,113
Approval History:	N/A
State Investment	TBD
Outstanding State Bond Debt	\$495,851
Debt Service Payment Schedule	

On January 8, 2019, the Baltimore City Public Schools Board of Commissioners approved relocating KIPP Harmony Academy EM #347 from the Roland N. Patterson Building, #82, to the Walbrook High School #411 building, 2000 Edgewood Street, in the summer of 2019. The Patterson building will be surplus to the City of Baltimore in Summer 2019. Future use of the property is undetermined.

Item II. C. Approval of Property Transfer – Baltimore City – Lake Clifton Building, #40

Motion:

To approve the transfer of the Lake Clifton Building, #40, 2801 St. Lo Drive, Baltimore, MD, 21213, as of December 31, 2019, from the Baltimore City Board of Commissioners (BOC) to the Mayor and City Council of Baltimore, as approved by the BOC on March 26, 2019.

Background Information and Building Data:

Size:	485,622 sf
Acres involved in transaction:	N/A
Original Construction Date:	1968
State Rated Capacity:	2,540 (2010)
Approval History:	
State Investment	TBD at time of disposition
Outstanding State Bond Debt	\$412,295.75
Debt Service Payment	TBD
Schedule	

On March 26, 2019, the Baltimore City Public Schools' Board of Commissioners voted to surplus the Lake Clifton building, #40, as of December 31, 2019. BCPSS will retain use of the stadium field and the associated amenities on the property. The Reach Partnership High School #341 will relocate from Lake Clifton to a permanent location at the renovated Fairmont-Harford #456 building for the 2019-20 academic year. The future use of the Lake Clifton building is undetermined.

Item II. D. Approval of Property Transfer – Baltimore City – St. Helena Building, #227

Motion:

To approve the transfer of the St. Helena Building (formerly #227), located at 6509 Colgate Avenue, Baltimore, MD, 21222, from the Baltimore City Public Schools Board of Commissioners (BOC) to the Mayor and City Council of Baltimore, as approved by the BOC on February 26, 2019.

Background Information and Building Data:

Size:	7,424 sf
Acres involved in transaction:	0.79
Original Construction Date:	1975
State Rated Capacity:	N/A (facility not used as a school since 1987)
Approval History:	N/A
State Investment	N/A
Outstanding State Bond Debt	N/A
Debt Service Payment	N/A

Schedule

On February 26, 2019, the Baltimore City Public Schools' Board of Commissioners voted to surplus the St. Helena building to the City of Baltimore, summer 2019. The facility, a prefabricated metal building, has not been used as a school since 1987 and is no longer needed for educational purposes. The St. Helena Community Association has occupied the building in recent years. The association has been in communication with Baltimore City about acquiring the property.

Item II. E. Informational Property Change Items

Motion:

These items are informational and do not require IAC action.

LEA	School	New Name/New Function	Effective Date
Baltimore City	#036 Harford Heights BLDG PSC 30.019	Educational Function	Summer 2019
On January 8, 2019, the Baltimore City Public Schools' Board of Commissioners voted to accelerate the surplus of the William C. March portion of the building to 2021.			
Baltimore City	#042 Garrison BLDG PSC 30.182	Educational Function	Summer 2019
On BCPSS approved January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to remove the Garrison Building from the current surplus list, and retain it for educational use.			
Baltimore City	#046 Chinquapin BLDG PSC 30.206	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to remove the Chinquapin Building from the current surplus list and retain the building for educational use.			
Baltimore City	#080 West Baltimore BLDG PSC 30.237	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to remove the West Baltimore building from the current surplus list and retain it for educational use.			
Baltimore City	#145 Alexander Hamilton ES PSC 30.068	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to delay the building surplus to 2021.			
Baltimore City	#214 Guilford PK-8 PSC 30.077	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to delay the building surplus to 2021.			
Baltimore City	#254 Dr. MLK Jr. PK-8 PSC 30.244	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to surplus the building to the City of Baltimore in summer 2020.			

continued

Baltimore City	#255 Southeast BLDG PSC 30.105	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to delay the building surplus to 2020.			
Baltimore City	#307 Claremont Special M/H PSC 30.171	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to delay the building surplus to 2020.			
Baltimore City	#313 Lois Murray Special PK-8 PSC 30.154	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to delay the building surplus to 2021.			
Baltimore City	#314 Sharp-Leadenhall Special ES PSC 30.155	Educational Function	Summer 2019
On January 8, 2019 the Baltimore City Public Schools' Board of Commissioners voted to delay the building surplus to 2021.			
Baltimore City	#170 Thurgood Marshall BLDG PSC 30.264	Educational Function	Summer 2020
On April 9, 2019 the Baltimore City Public School' Board of Commissioners voted to delay the relocation of Vanguard Collegiate Middle School #374 in the Thurgood Marshall building to the Northeast building from January 2020 to Summer 2020.			

continued

Item III. Innovation Incentive Pilot Program Procedures

Motion:

To approve the draft Innovation Incentive Pilot Program Administrative Procedures Guide, pending non-substantive edits by staff.

Background Information:

SB 92 (2018 Md. Laws, Chap. 398) creates Education Article §5-323, Annotated Code of Maryland, which established a five-year pilot program for Harford, Prince George's, and Washington Counties and provides additional State funding for projects with a cost that is 30% or more below the rolling state average for the type of school.

The IAC is required to calculate each year the "rolling State average of public school construction costs" per student for each type of school (elementary schools, middle schools, high schools, and PK-8 schools). If a public school construction cost has an estimated cost per student that is 30% or more below the rolling state average for the appropriate type, the IAC shall approve that project for participation in the Incentive Program.

- For projects approved to participate in the program on or before December 31, 2019, the State share of eligible costs increases by 20%
- For projects approved to participate in the program on or after January 1, 2020, the State share of eligible costs increase by 10%.

In December, the IAC granted preliminary approval of Cherokee Lane Elementary School in Prince George's County to participate in the Innovation Incentive Pilot Program (IIPP) in the FY 2020 Capital Improvement Program. This was the only request received by the IAC for participation in the Pilot Program for FY 2020.

The Rolling State Average of public school construction costs per student for each type of school will be published annually to the IAC website.

Revisions to the procedures document will be required to update screenshots once the changes have been made to the IAC website to incorporate the IIPP content. Other non-substantive edits by staff may be made to finalize.



Innovation Incentive Pilot Program Administrative Procedures Guide

Interagency Commission on School Construction

Innovation Incentive Pilot Program

Record of Changes			
Date	Version	Description	IAC Approval Date
05/1/2019	1.0	Initial Document	

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1 Glossary

Definition of terms and acronyms used in this document:

CIP	Capital Improvement Program
Construction Cost	The cost of constructing a building, including the cost of appropriate site work.
IAC	Interagency Commission on School Construction
IIPP	Innovation Incentive Pilot Program
LEA	Local Education Agency or its Designees
Project Cost	The cost of constructing a building, including all associated costs for design, survey, permits, furniture, furnishings and equipment (FF&E), financing, move-in and storage, and other project-related costs.
Rolling State Average of Public School Construction	The average State cost per student for public school construction projects and capital improvements over the previous three fiscal years.

2 Purpose

The purpose of the Innovation Incentive Pilot Program (IIPP) is to encourage local school systems in Harford, Prince George’s, and Washington counties to pursue innovative public school facility construction projects. Projects that qualify for the program receive additional state funding for eligible project construction costs and are exempted from certain statutory and regulatory requirements.

3 Background

The Innovation Incentive Pilot Program (IIPP) was established by SB92 (Md. Laws, Chap. 398) in 2018 and is administered by the Interagency Commission on School Construction (IAC). The funds for this program are within the annual Capital Improvement Program (CIP) and are administered by the IAC and distributed in accordance with Education Article §5-323.

4 General

1. The program takes effect July 1, 2018, and terminates June 30, 2023, providing opportunity for the participation of projects during the FY 2020 through FY 2024 CIP cycles.
2. For each fiscal year, the IAC will calculate the Rolling State average per student of public school construction costs for elementary, preK-8, middle, and high schools.
3. For projects approved by the IAC to participate in the program, an incentive is added to the State maximum construction allocation for the project.

5 Eligibility

1. The IAC determines eligibility based on the following two factors:
 - a. The project is a public school construction project in Harford, Prince George’s, or Washington counties; and
 - b. The project has an estimated cost per student that is lower than the Rolling State Average cost per student for the fiscal year and appropriate school type by 30% or more.

2. IAC staff re-evaluates project construction costs upon the submission of construction contract and upon submission of the closeout package. If the actual total project cost per student is not at least 30% below the calculated Rolling State Average cost per student, the IAC shall rescind the incentive portion of the allocation awarded as part of the IIPP.

6 Statutory and Regulatory Requirements

1. Education Article §5-323 exempts projects approved for the IIPP from statutory and regulatory requirements related to public school construction, except:
 - a. The State and local cost-share percentages, but with an incentive as approved under the IIPP;
 - b. The Maximum State construction allocation for each project;
 - c. The approval of funding by the Interagency Commission on School Construction;
 - d. Smart Growth Requirements;
 - e. Minority Business Enterprise Requirements;
 - f. Prevailing Wage Requirements;
 - g. Environmental Requirements; and
 - h. A procurement process that includes public notice and results in the most advantageous proposal.
2. Statutory and regulatory exemptions do include:
 - a. Exemption from Education Article §2-303(f), Annotated Code of Maryland, which requires approval of the State Superintendent for purchase or sale of school sites, plans or specifications of projects over \$350,000, plans or specifications for new schools, and change orders over \$25,000;
 - b. Project specific regulations of the IAC;
 - c. Design reviews;
 - d. Exempt from the Emergency Shelter Compliance Process;
 - e. Exempt from site approval by the IAC;
 - f. Exempt from approval of alternative project delivery methods; and
 - g. Exempt from procurement requirements except as identified in 4. a of this section.
3. Participation in the Incentive Program does not prohibit the public school system from utilizing any other source of financing or system of bidding under current law to fund a public school facility construction project.

7 Procedural Steps

A. Rolling Statewide Average

1. "Rolling State Average of Public School Construction" means the average State cost per student for public school construction projects and capital improvements over the previous three fiscal years.
 - i. The Rolling State average per student cost is calculated using actual bids and the proposed enrollment figures for new construction, major renovation, and replacement projects including site development. The cost of systemic renovation projects will not be included.
 - a) For each project bid in the last three fiscal years, the per student construction cost is the quotient of the project construction costs divided by the proposed enrollment. The results are averaged by school type to develop the Rolling State Average Cost of Public School Construction.
 - b) School types include:
 - 1) Elementary
 - 2) Middle
 - 3) Pre-K-8
 - 4) High.Middle/High and Career/Technology project cost will not be included in determining any of the average cost figures.
2. Annually, the IAC will determine the Rolling State Average per student based on the average of construction cost including site for the previous three fiscal years and will publish ([Insert link to IIPP section of website](#)) the threshold (30% below the average) by school type.

B. Submission

3. For each fiscal year, the LEA should use the appropriate CIP submission form (Form IIPP 102) for the project to be considered for the additional funding incentive.
4. The IAC staff will determine project eligibility, including IIPP eligibility, in accordance with the Administrative Procedures Guide Section 102 Capital Improvement Program and this IIPP Administrative Procedures Guide.
5. Preliminary approval of a project for participation in the IIPP will be included in the annual CIP publication.

8 Allocations

6. Projects approved for IIPP on or before December 31, 2019 will be eligible for 20% incentive when construction cost per student is 30% below the Rolling State Average cost per student figure published in accordance with Section 7 Procedural Steps in this APG.
7. The *State Eligible Construction Funding* is the product of the *Construction Cost* multiplied by the *State Cost Share Percentage*. The *Incentive Funding* is the product of the *State Share of the eligible construction funding* multiplied by 20%. The sum of the *State share of the eligible construction*, plus the *incentive funding* results in the total *Net State Funding* for the project as approved by the IAC.

$$\text{Construction Cost} \times \text{State Cost Share \%} = \text{State Eligible Construction Funding}$$

State Eligible Construction Funding x 20% = Incentive Funding

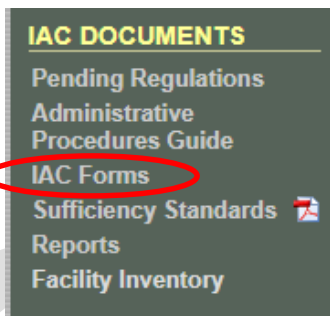
State Eligible Construction Funding + Incentive Funding = Net State Funding

- Projects approved for the IIPP program on or after January 1, 2020, will be eligible for 10% incentive when the construction cost per student is 30% below the Rolling State Average cost per student figure published in accordance with Section 5. b of this procedure as approved by the IAC.
- The Net State Funding shown on the worksheets that accompany the annual CIP are an estimate of the maximum State allocation for projects and may be reduced based on the costs of the approved contract and ineligible items. The IAC staff will continue to review project eligibility at contract award and at final project closeout, if the actual construction cost of the approved project is not equal to or 30% lower than the Rolling State Average Cost of Public School Construction; the project is not eligible for the Incentive funding.

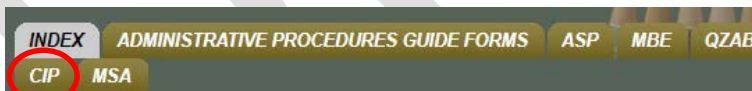
9 Step by Step

A. Forms


- Access the CIP Forms on the IAC website: iac.maryland.gov
- Under *IAC Documents*, click on *IAC Forms*



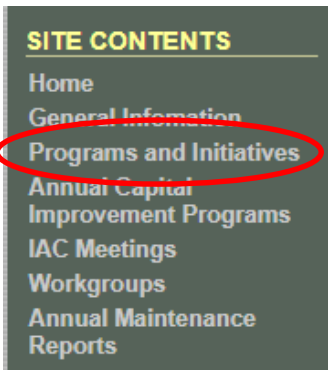
- Click on *CIP*



- Click on "Form IIPP 102" to download Form and complete per the Administrative Procedures Guide Section 102 Capital Improvement Program.

DOCUMENT TITLE	DOWNLOADABLE DOCUMENT
CIP Submission APG Forms 102.1-102.7	

- Under *Site Contents* click on *Programs and Initiatives*



6. Click on *IIPP*



7. Click on "Forms IIPP 102" to download Form and complete per the IIPP Administrative Procedures Guide and instructions contained on the Form.

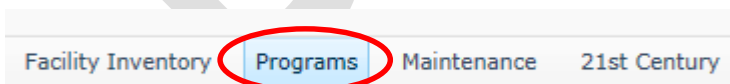


B. Submit Form via Sharepoint

1. Contact IAC Staff at iac.msde@maryland.gov or (410) 767-0617 to obtain a username and password for the SharePoint site; (if you do not already have one).
2. When using SharePoint, ****You must use Internet Explorer****
3. Open Internet Explorer, navigate to the IAC SharePoint site : <http://sp1.pscp.state.md.us>
4. Enter the username and password provided by IAC Staff.

A screenshot of a Windows login dialog box. It has a blue header and a white body. There are three input fields: 'User name', 'Password', and 'Domain: BEDROCK'. Below the 'Domain' field is a checkbox labeled 'Remember my credentials'. At the bottom are 'OK' and 'Cancel' buttons.

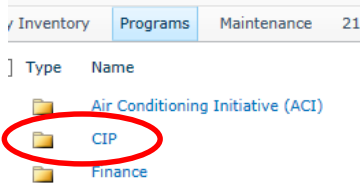
5. Click on the *Programs* tab.



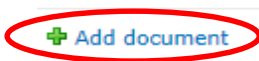
6. Under the *Lists* sidebar on the left, click *LEAs*



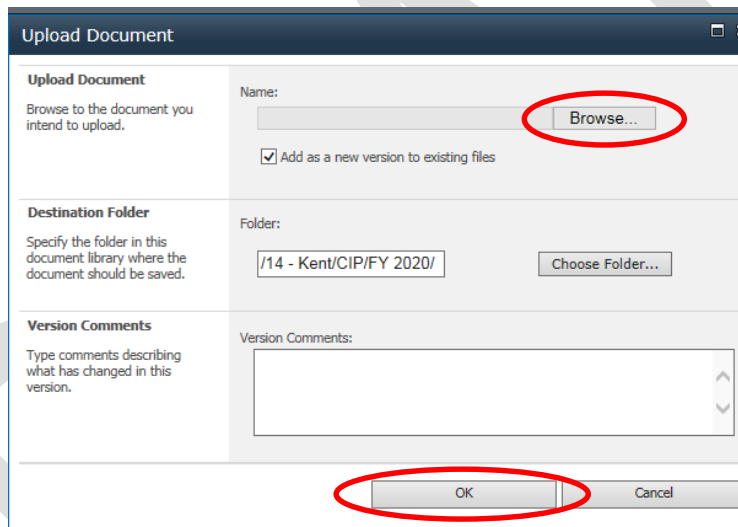
7. Click on the proper LEA folder
8. Click on the *CIP* folder



9. Click on the folder for the appropriate fiscal year
10. Click on *Add document*



11. Click on *Browse* to select document



Click *OK* once complete

END OF DOCUMENT

Procedures prepared by:

Interagency Commission on School Construction
 200 West Baltimore Street, Baltimore, MD 21201

iac.maryland.gov

iac.msde@maryland.gov

REQUEST FOR APPROVAL OF PLANNING/FUNDING WITH IIPP

LEA: _____
 SCHOOL NAME _____

FY: _____ Date Submitted _____
 PRIORITY _____ Revised Date _____
 ADDRESS _____

PROJECT TYPE: NEW _____ ADDITION _____ REPLACEMENT _____ RENOVATION _____ REQUEST TYPE: PLANNING _____
 STATE-OWNED RELOCATABLES _____ FUNDING _____
 COOPERATIVE USE _____ PROTOTYPE DESIGN _____ COST SHARE % STATE _____ LOCAL _____
 HIGH PERFORMANCE _____ ELECTRICAL UPGRADE/REPLACEMENT _____
 SCHOOL NUMBER _____ GRADES _____ SRC _____ PSC NO _____

REQUEST FOR CURRENT FY: \$0
 TOTAL PRIOR STATE FUNDS: \$0

EXPECTED FIVE-YEAR PROGRAM FUNDING REQUESTS					
FY 22	FY 23	FY 24	FY 25	FY 26	

1. SITE: Acreage _____ Date IAC Approved _____ MHT Category # _____ Date of MHT Review _____ In PFA _____ Water _____ Sewer _____

2. EXISTING FACILITY:		RENOVATED		DEMOLISHED		TOTAL	
	Gross SF	Date	Gross SF	Date	Gross SF	Date	Gross SF
ORIGINAL	_____	_____	_____	_____	_____	_____	-
ADDITION	_____	_____	_____	_____	_____	_____	-
ADDITION	_____	_____	_____	_____	_____	_____	-
ADDITION	_____	_____	_____	_____	_____	_____	-
ADDITION	_____	_____	_____	_____	_____	_____	-
TOTAL	-		-		-		-

3. PROPOSED SCOPE:

a. State Scope Previously Approved:

	FY	Enrollment	0		
Square Footage:	New	Addition	_____	Renovation	Demolition
Cooperative Use Space SF:	New	Addition	_____	Renovation	_____
WITHIN above sf					

b. State Scope Currently Proposed:

		Proposed Enrollment	0		
Square Footage:	New	Addition	_____	Renovation	Demolition
Cooperative Use Space SF:	New	Addition	_____	Renovation	_____
WITHIN above sf					

c. LEA Scope:

		Proposed Enrollment	0		
Square Footage:	New	Addition	_____	Renovation	Demolition
Cooperative Use Space SF:	New	Addition	_____	Renovation	_____
WITHIN above sf					

4. DESCRIPTION & JUSTIFICATION:

REQUEST FOR APPROVAL OF PLANNING/FUNDING WITH IIPP

LEA: _____
 SCHOOL NAME _____

FY: _____ Date Submitted _____
 PRIORITY _____ Revised Date _____
 ADDRESS _____

5. ENROLLMENT PROJECTIONS (Requested and Adjacent Schools)	Year→									Difference
	SRC	Current Enrollment	FTE	FTE	FTE	FTE	FTE	FTE	FTE	SRC-FTE
Requested School:										0
										0
										0
										0
										0
										0
										0
TOTAL:	0	0	0	0	0	0	0	0	0	0

6. TRANSPORTATION MODAL SPLIT (for information purposes only):

7. EMERGENCY ELECTRICAL POWER:
 Explain why the project does not involve replacement of the electrical system or upgrade of the electrical capacity.

8. BUDGET:	Total Estimated Project Budget	Estimated Local Funds	Estimated Net State Funding with IIPP Incentive
Construction	\$ _____	\$ _____ -	_____
Site Development 19%	\$ _____ -	\$ _____ -	_____
Construction Cost	\$ _____ 0	\$ _____ Input Required	\$ _____ Input Required
Contingency 5.0%	\$ _____ -	\$ _____ -	\$ _____ N/A
High Performance Costs (Administrative only)	\$ _____ -	\$ _____ -	\$ _____ N/A
Incentive @ 20%	\$ _____ -	\$ _____ -	\$ _____ -
Other	\$ _____ -	\$ _____ -	\$ _____ N/A
Total	\$ _____ -	\$ _____ -	\$ _____ -

For State Use

ANTICIPATED: Construction Funding Request(s) FY(s) _____ Bid Date: _____ Occupancy Date: _____

COMPUTATION SUPPLEMENT WORKSHEET FOR IIPP - FY
Amounts rounded to the nearest 1,000

- PSC NO. _____

Project Priority # 0

MAXIMUM GROSS AREA ALLOWANCE	Educ. Type	Estimated Approved Projected Enrollment	s.f. per student	Total s.f.
	Elementary		x 131 =	0
	Middle		x 145 =	0
	High		x 170 =	0
	Special ED E/M		x 180 =	0
	Special Ed HIGH		x 200 =	0
	CTE		x 210 =	0
				0

Existing Facility SF	-
Demolition of Existing SF	-
Revised Existing Facility SF	-
Eligible New SF	-

ADDITION	
New s.f.	FALSE x 318.00
Cooperative Arrangement	0 x 318.00
Site Development	x 19%

RENOVATION						
Age of Structure	Construction Year	s.f. to be Renovated	Cost per s.f.	Percentage to be Covered	Cost	
40 & older		0 x	318.00 x	100% =	0	
31-39		0 x	318.00 x	85% =	0	
26-30		0 x	318.00 x	75% =	0	
21-25		0 x	318.00 x	65% =	0	
16-20		0 x	318.00 x	50% =	0	
0-15		0 x	318.00 x	0% =	0	
		0			0	
Cooperative Arrangement		0 x	318.00			
Site Development					5%	

State Funding Comparison - CIP Vs. IIPP

CIP Project		Cost per Student Threshold by School Type (Average Cost per Student w/site less 30%)	IIPP Project		Estimate of Net State Funding for an IIPP Project
Total Max Construction Cost	\$ -	#N/A	Maximum Construction Cost	#N/A	<p>Maximum Construction Cost is the product of the Cost per Student Threshold by School Type x Estimated Approved Projected Enrollment.</p> <p>State Share is the product of Maximum Construction Cost multiplied by State Cost Share % for LEA.</p> <p>20% Incentive is the State Share multiplied by 20%.</p> <p>Total State Share with Incentive is the sum of the State Cost Share, plus 20% incentive.</p>
State Cost Share	\$ -		State Share	#N/A	
Local Share	\$ -		20% Incentive	#N/A	
<p>Provided for comparison purposes, only. Estimate of Construction Cost per COMAR 23.03.02.06 (State Cost per sf x (New sf + Coop sf)) x site</p>			Total State Share with Incentive	#N/A	
			Local Share	#N/A	

Computation of State Participation -

CONSTRUCTION COST W/SITE	#N/A	#N/A
20% INCENTIVE		#N/A
NET STATE FUNDING		#N/A
<i>Less Prior State Funds for the Project</i>		
0		
BALANCE		#N/A

Additional Notes :
The "Net State Funding" on this worksheet is an estimate of the maximum State allocation for this project, but may be reduced based on the costs of the approved contract(s), ineligible items, and change orders.

Date Planning Approved: _____
Date Revised: _____
Date of State Approval: _____

Item IV. FY 2020 Capital Improvement Program 100% Approval

Motion:

To approve the fiscal year 2020 Capital Improvement Program allocations and planning projects as specified for each local school system in the attached document dated May 9, 2019 in the total amount of \$350.812 million, consisting of \$251.800 million in new bond authorization in accordance with the Maryland Consolidated Capital Bond Loan of 2019, \$25.111 million in reserved funds, \$3.499 million in Energy Efficiency Initiative funds, and \$70.401 million in supplemental EGRC funds. Authorizing the IAC staff to make minor adjustments to project allocations per worksheet calculations to avoid the over-funding of a project and between projects that were funded below the preliminary anticipated funding amounts within each LEAs total FY 2020 allocation.

Background Information:

Attached for your approval are the IAC staff planning and funding recommendations for the Fiscal Year 2020 Public School Construction Capital Improvement Program (CIP) for a total of \$350.812 million inclusive of new authorization, supplemental funding under the Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC), Energy Efficiency Initiative funding, and prior year appropriations reserved for specific LEAs as of March 1, 2019.

The projected CIP recommendations presented to the IAC in December were based on the Governor's preliminary capital funding new authorization in the amount of \$280 million. As enacted the capital budget bill, included \$251.800 million for the FY 2020 capital program.

The attached recommendations partially fund a significant number of projects based upon the reduction from the anticipated amount of funding. However, IAC staff recommends motion language to allow the IAC staff upon written request from the LEAs to adjust funding for approved FY 2020 projects, within the total LEA allocation and not to exceed the original preliminary FY 2020 funding amount, to fully fund projects.

The FY 2020 Operating Budget authorizes the Governor to complete a budget transfer to provide additional PAYGO funding to the program. If funding is released, IAC staff will provide recommendations for allocating the remainder of funding, with the highest priority to fulfill the anticipated FY 2020 funding amounts for each project.

FY 2020 Public School Construction Program

Requests for FY 2020 were submitted by the 24 LEAs and the Maryland School for the Blind for a total of \$714.923 million, consisting of 192 funding projects as well as requests for planning approval for 49 projects. See table 1.

FY 2020 Planning and Funding Requests				Table 1
	LP	Funding	Total	Requests
Major Projects	47	79	126	537,509,935
Kindergarten	2	5	7	8,751,871
Systemic Projects	0	106	106	166,895,195
Science	0	1	1	1,622,500
Relocatable	0	1	1	143,840
Design Review	0	0	0	
	49	192	241	\$714,923,341

The IAC staff recommendations include new authorization funding for a total of 118 projects and planning approval for a total of 16 projects. See table 2.

Recommendations for New Authorization				Table 2
Project Type	LP	Funding	Total	Allocation
Major Projects	14	51	65	188,416,486
Kindergarten	2	3	5	2,389,000
Systemic Projects	0	62	62	59,623,514
Science	0	1	1	1,362,000
Relocatable	0	1	1	9,000
Design Review	0	0	0	
Total	16	118	134	\$ 251,800,000

The following sources of funding are available for allocation:

Sources of Funding Available for Allocation	Table 3
FY 2020 CIP Public School Construction Program	\$251,800,000
Prior Year Appropriations Reserved for specific LEAs'	\$31,657,818
Supplemental Capital Grant Program for Local School Systems with Significant Enrollment Growth or Relocatable Classrooms (EGRC)	\$68,200,000
Prior Year Supplemental Capital Grant Program for Local School Systems with EGRC	\$5,953,754
Energy Efficiency Initiative Funds	\$3,499,669
Total	361,111,241

Supplemental Capital Grant Program for Local School Systems with Significant EGRC

The Maryland Consolidated Capital Bond Loan (MCCBL) of 2019 includes \$68.2 million for local school systems with significant enrollment growth or a large number of relocatable classrooms. The distribution of the \$68.2 million is as specified by the General Assembly: \$40 million is allocated in accordance with Education Article §5-313 and \$28.2 million is distributed in the amounts as specified in the Act. These funds are intended to supplement other funds to eligible school systems. See Table 4.

Enrollment Growth and Relocatable Classroom Funding					Table 4
\$(000 omitted)					
LEA	Preliminary FY 2020 Appropriation per ED Art. §5-313	Prior Year CIP- EGRC Appropriation FY 2019	MCCBL of 2019	FY 2020 Appropriation	Unallocated FY 2020 Appropriation
Anne Arundel	\$6,075	\$518	\$1,860	\$8,454	
Baltimore County	\$8,267	\$835	\$2,545	\$11,647	
Howard	\$4,186	\$1,632	\$1,276	\$7,093	\$2,010
Montgomery	\$11,869		\$14,034	\$25,903	
Prince George's	\$9,603	\$2,969	\$8,485	\$21,057	\$1,743
Total	\$40,000	\$5,954	\$28,200	\$74,154	\$3,753

EGRC funds remain unallocated in Howard and Prince George's Counties due to the amount of available funding being greater than the funding amounts that are requested. A balance of \$3.753 million in FY 2020 CIP-EGRC funds remains available for future year distribution.

FY 2020 IAC Staff CIP Recommendations

A LEA	B FY 2020 CIP Number of Project Requests		C Total FY 2020 CIP Funding Requests	D LEA 10 Year Average New Funds	E Total New Authorization Recommendations	F IAC Approval of 75% of New Authorization Funding 12-13-18	G 90% IAC Funding Recommendations 3-1-19	H Total New Authorization as of 5-9-19	I IAC Recommended Adjustments 5-9-19	J IAC Recom- mendations LEA Prior Year Appropriations 5-9-19	K IAC Recom- mendations EEI Appropriations 5-9-19	L Total Prior Year Appropriations Recom- mendations 5-9-19	M New Authorization & Prior Year Appropriations 5-9-19	N IAC Funding Recom- mendations EGRC 19 & EGRC 20 5-9-19	O Total IAC Funding Recom- mendations 5-9-19	P % of LEA Requests Recom- mended @ on 5-9-19 from all Sources Recom- mendation
	Planning	Funding														
Allegany	0	3	\$ 3,034,000	\$ 5,184,575	\$ 2,736,300	\$ 2,275,500	\$ 460,800	\$ 2,736,300	\$ -	\$ -	\$ -	\$ -	\$ 2,736,300	\$ -	\$ 2,736,300	90.19%
Anne Arundel	4	12	\$ 54,031,000	\$ 28,682,035	\$ 25,232,536	\$ 20,442,000	\$ 4,790,536	\$ 25,232,536	\$ -	\$ 926,758	\$ -	\$ 926,758	\$ 26,159,294	\$ 8,453,639	\$ 34,612,933	64.06%
Baltimore County	13	27	\$ 165,515,000	\$ 30,958,616	\$ 31,208,046	\$ 23,180,000	\$ 8,028,046	\$ 31,208,046	\$ -	\$ -	\$ -	\$ -	\$ 31,208,046	\$ 11,646,716	\$ 42,854,762	25.89%
Calvert	0	3	\$ 2,301,400	\$ 6,686,438	\$ 1,745,000	\$ 1,455,000	\$ 290,000	\$ 1,745,000	\$ (1,455,000)	\$ 363,400	\$ 1,461,000	\$ 1,824,400	\$ 2,114,400	\$ -	\$ 2,114,400	91.87%
Caroline	0	1	\$ 13,845,000	\$ 1,856,843	\$ 10,151,080	\$ 9,344,500	\$ 806,580	\$ 10,151,080	\$ -	\$ 162,420	\$ -	\$ 162,420	\$ 10,313,500	\$ -	\$ 10,313,500	74.49%
Carroll	0	4	\$ 8,848,920	\$ 5,886,563	\$ 6,593,000	\$ 5,317,000	\$ 1,276,000	\$ 6,593,000	\$ 514,920	\$ 241,875	\$ -	\$ 241,875	\$ 7,349,795	\$ -	\$ 7,349,795	83.06%
Cecil	0	1	\$ 4,000,000	\$ 4,003,740	\$ 2,963,000	\$ 2,213,000	\$ 750,000	\$ 2,963,000	\$ -	\$ 786,762	\$ -	\$ 786,762	\$ 3,749,762	\$ -	\$ 3,749,762	93.74%
Charles	2	10	\$ 38,814,871	\$ 10,700,000	\$ 13,931,000	\$ 11,981,000	\$ 1,950,000	\$ 13,931,000	\$ -	\$ -	\$ -	\$ -	\$ 13,931,000	\$ -	\$ 13,931,000	35.89%
Dorchester	0	4	\$ 4,403,600	\$ 4,045,462	\$ 3,951,000	\$ 3,294,000	\$ 657,000	\$ 3,951,000	\$ -	\$ 12,600	\$ -	\$ 12,600	\$ 3,963,600	\$ -	\$ 3,963,600	90.01%
Frederick	3	10	\$ 22,643,000	\$ 17,766,683	\$ 16,391,600	\$ 13,750,600	\$ 2,641,000	\$ 16,391,600	\$ -	\$ 97,376	\$ -	\$ 97,376	\$ 16,488,976	\$ -	\$ 16,488,976	72.82%
Garrett	0	3	\$ 1,965,450	\$ 201,490	\$ 241,450	\$ 241,450	\$ -	\$ 241,450	\$ -	\$ 94,436	\$ -	\$ 94,436	\$ 335,886	\$ -	\$ 335,886	17.09%
Harford	0	5	\$ 13,546,250	\$ 12,159,052	\$ 10,488,664	\$ 9,194,000	\$ 1,294,664	\$ 10,488,664	\$ (1,143,850)	\$ 940,336	\$ 1,754,800	\$ 2,695,136	\$ 12,039,950	\$ -	\$ 12,039,950	88.88%
Howard	1	5	\$ 16,115,518	\$ 19,707,709	\$ 1,687,500	\$ 1,687,500	\$ -	\$ 1,687,500	\$ (655,887)	\$ -	\$ -	\$ -	\$ 1,031,613	\$ 5,083,905	\$ 6,115,518	37.95%
Kent	1	6	\$ 1,541,000	\$ 142,333	\$ 1,374,374	\$ 1,113,000	\$ 261,374	\$ 1,374,374	\$ -	\$ -	\$ -	\$ -	\$ 1,374,374	\$ -	\$ 1,374,374	89.19%
Montgomery	18	23	\$ 115,421,000	\$ 34,601,018	\$ 31,261,229	\$ 27,017,229	\$ 4,244,000	\$ 31,261,229	\$ -	\$ 364,170	\$ -	\$ 364,170	\$ 31,625,399	\$ 25,903,000	\$ 57,528,399	49.84%
Prince George's	6	12	\$ 79,721,000	\$ 29,258,516	\$ 16,191,621	\$ 13,227,621	\$ 2,964,000	\$ 16,191,621	\$ 2,634,097	\$ 10,034,185	\$ -	\$ 10,034,185	\$ 28,859,903	\$ 19,313,530	\$ 48,173,433	60.43%
Queen Anne's	0	3	\$ 673,000	\$ 2,578,721	\$ 606,000	\$ 505,000	\$ 101,000	\$ 606,000	\$ -	\$ 21,256	\$ -	\$ 21,256	\$ 627,256	\$ -	\$ 627,256	93.20%
St. Mary's	0	6	\$ 7,991,780	\$ 4,665,301	\$ 4,150,600	\$ 3,475,600	\$ 675,000	\$ 4,150,600	\$ 105,711	\$ 104,600	\$ 283,869	\$ 388,469	\$ 4,644,780	\$ -	\$ 4,644,780	58.12%
Somerset	0	1	\$ 3,161,000	\$ 5,461,195	\$ 2,845,000	\$ 2,371,000	\$ 474,000	\$ 2,845,000	\$ -	\$ 4,135	\$ -	\$ 4,135	\$ 2,849,135	\$ -	\$ 2,849,135	90.13%
Talbot	0	1	\$ 12,707,000	\$ 961,820	\$ 8,170,000	\$ 6,925,000	\$ 1,245,000	\$ 8,170,000	\$ -	\$ -	\$ -	\$ -	\$ 8,170,000	\$ -	\$ 8,170,000	64.30%
Washington	0	4	\$ 13,678,000	\$ 7,350,459	\$ 11,316,000	\$ 9,379,000	\$ 1,937,000	\$ 11,316,000	\$ 9	\$ 60,991	\$ -	\$ 60,991	\$ 11,377,000	\$ -	\$ 11,377,000	83.18%
Wicomico	0	3	\$ 14,167,000	\$ 9,229,592	\$ 11,026,000	\$ 9,639,000	\$ 1,387,000	\$ 11,026,000	\$ -	\$ -	\$ -	\$ -	\$ 11,026,000	\$ -	\$ 11,026,000	77.83%
Worcester	0	1	\$ 4,336,000	\$ 1,005,585	\$ 3,902,000	\$ 3,252,000	\$ 650,000	\$ 3,902,000	\$ -	\$ -	\$ -	\$ -	\$ 3,902,000	\$ -	\$ 3,902,000	89.99%
Baltimore City	1	43	\$ 96,123,257	\$ 29,574,834	\$ 26,570,000	\$ 22,720,000	\$ 3,850,000	\$ 26,570,000	\$ -	\$ 10,896,297	\$ -	\$ 10,896,297	\$ 37,466,297	\$ -	\$ 37,466,297	38.98%
MD School for the Blind	0	1	\$ 16,339,295	\$ 8,727,683	\$ 7,067,000	\$ 6,000,000	\$ 1,067,000	\$ 7,067,000	\$ -	\$ -	\$ -	\$ -	\$ 7,067,000	\$ -	\$ 7,067,000	43.25%
Design Review Outsourcing	0	0	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Totals	49	192	\$ 714,923,341	\$ 281,396,264	\$ 251,800,000	\$ 210,000,000	\$ 41,800,000	\$ 251,800,000	\$ -	\$ 25,111,597	\$ 3,499,669	\$ 28,611,266	\$ 280,411,266	\$ 70,400,790	\$ 350,812,056	49.07%
	241															

Notes:
 (1) The prior FY 2020 CIP approvals and recommendations total \$350.812 M, consisting of new authorization \$251.8 M, EGRC \$70.401 M, prior year appropriations reserved for specific LEAs \$25.11 M, prior year EEI appropriations \$3.499 M.
 (2) Individual project allocations may be adjusted within the LEAs total allocation, not to exceed the original preliminary FY 2020 CIP funding amount.

FY 2020 IAC Staff Capital Improvement Program Recommendations

Approval Status:

A: IAC Staff recommendation for approval of planning or funding pending approval by the IAC

B: Deferred, but eligible for local planning or construction funding

C: Deferred, and not currently eligible for planning or funding approval based on unresolved issues

D: Denied, and not eligible for planning or funding approval

LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Allegany	1	Bel Air Elementary	01.003	F	A	SR	Roof	05/01/19	\$1,210,000	\$238,000	\$972,000	\$0	\$972,000	\$729,000	\$151,800	\$0	\$880,800	\$0	\$0	\$0	\$880,800	\$91,200	\$972,000
Allegany	2	Center for Career & Technical Education	01.027	F	A	SR	Roof - Phase I	05/01/19	\$1,405,000	\$270,000	\$1,135,000	\$0	\$1,135,000	\$851,500	\$170,000	\$0	\$1,021,500	\$0	\$0	\$0	\$1,021,500	\$113,500	\$1,135,000
Allegany	3	Washington Middle	01.034	F	A	SR	Boiler	05/01/19	\$1,154,000	\$227,000	\$927,000	\$0	\$927,000	\$695,000	\$139,000	\$0	\$834,000	\$0	\$0	\$0	\$834,000	\$93,000	\$927,000
Allegany Total									\$3,769,000	\$735,000	\$3,034,000	\$0	\$3,034,000	\$2,275,500	\$460,800	\$0	\$2,736,300	\$0	\$0	\$0	\$2,736,300	\$297,700	\$3,034,000
Anne Arundel	1	Solley Elementary	02.067	F	A	C	Addition	05/01/18	\$3,848,000	\$2,112,000	\$938,000	\$798,000	\$140,000	\$105,000	\$21,000	\$0	\$126,000	\$0	\$0	\$14,000	\$140,000	\$0	\$140,000
Anne Arundel	2	George Cromwell Elementary	02.063	F	A	C	Renovation/Addition	07/01/17	\$36,260,000	\$25,824,000	\$5,592,000	\$4,844,265	\$748,000	\$69,000	\$111,979	\$0	\$180,979	\$492,221	\$0	\$74,535	\$747,735	\$0	\$747,735
Anne Arundel	3	Annapolis Middle	02.061	F	A	SR	HVAC/Windows/Ceilings/ Lighting	09/01/18	\$21,275,000	\$11,775,000	\$9,500,000	\$0	\$9,500,000	\$7,125,000	\$1,425,000	\$0	\$8,550,000	\$0	\$0	\$950,000	\$9,500,000	\$0	\$9,500,000
Anne Arundel	4	Edgewater Elementary	02.033	F	A	C	Renovation/Addition	08/01/18	\$49,972,000	\$40,760,000	\$9,212,000	\$0	\$5,527,000	\$4,145,000	\$829,000	\$0	\$4,974,000	\$0	\$0	\$553,000	\$5,527,000	\$0	\$5,527,000
Anne Arundel	5	Tyler Heights Elementary	02.069	F	A	C	Renovation/Addition	08/01/18	\$43,097,000	\$38,658,000	\$4,135,000	\$0	\$2,663,000	\$1,997,000	\$400,000	\$0	\$2,397,000	\$0	\$0	\$266,000	\$2,663,000	\$0	\$2,663,000
Anne Arundel	6	Richard Henry Lee Elementary	02.022	LP	A	C	Renovation/Addition	08/01/18	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Anne Arundel	7	Richard Henry Lee Elementary	02.022	F	A	C	Renovation/Addition	08/01/18	\$39,789,000	\$29,772,000	\$10,017,000	\$0	\$5,827,000	\$4,370,000	\$874,000	\$0	\$5,244,000	\$0	\$0	\$583,000	\$5,827,000	\$0	\$5,827,000
Anne Arundel	8	Crofton Woods Elementary	02.115	LP	A	C	Addition	04/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Anne Arundel	9	Crofton Woods Elementary	02.115	F	A	C	Addition	04/01/19	\$5,077,000	\$3,492,000	\$1,585,000	\$0	\$1,585,000	\$1,189,000	\$238,000	\$0	\$1,427,000	\$0	\$0	\$158,000	\$1,585,000	\$0	\$1,585,000
Anne Arundel	10	Millersville Elementary	02.053	LP	A	K	K Addition	04/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Anne Arundel	11	Millersville Elementary	02.053	F	A	K	K Addition	04/01/19	\$4,360,000	\$3,083,000	\$1,277,000	\$0	\$1,282,000	\$958,000	\$191,000	\$0	\$1,149,000	\$0	\$0	\$128,000	\$1,277,000	\$0	\$1,277,000
Anne Arundel	12	Crofton Area High	02.135	F	A	C	New	08/01/17	\$134,835,000	\$87,199,000	\$46,304,000	\$0	\$23,818,000	\$484,000	\$700,557	\$0	\$1,184,557	\$234,537	\$0	\$5,727,104	\$7,146,198	\$0	\$7,146,198
Anne Arundel	13	Maryland City Elementary	02.082	F	B	SR	Roof	05/01/19	\$2,000,000	\$1,132,000	\$868,000	\$0	\$868,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Anne Arundel	14	Linthicum Elementary	02.008	LP	A	K	K Addition	04/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Anne Arundel	15	Linthicum Elementary	02.008	F	B	K	K Addition	04/01/19	\$5,854,000	\$3,981,000	\$1,873,000	\$0	\$1,873,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Anne Arundel	16	Lindale Middle	02.127	F	A	SR	Electrical	05/01/19	\$500,000	\$300,000	\$200,000	\$0	\$200,000	\$0	\$0	\$0	\$0	\$200,000	\$0	\$0	\$200,000	\$0	\$200,000
Anne Arundel Total									\$346,867,000	\$248,088,000	\$91,501,000	\$5,642,265	\$54,031,000	\$20,442,000	\$4,790,536	\$0	\$25,232,536	\$926,758	\$0	\$8,453,639	\$34,612,933	\$0	\$34,612,933
Baltimore	1	Honeygo Elementary (Northeast Area @ Joppa Road)	03.219	F	A	C	New	02/01/17	\$49,000,000	\$33,125,000	\$15,875,000	\$10,149,569	\$5,725,000	\$3,159,000	\$859,000	\$0	\$4,018,000	\$0	\$0	\$1,707,000	\$5,725,000	\$0	\$5,725,000
Baltimore	2	Patapsco High & Center for the Arts	03.145	F	A	C	Limited Renovation	02/08/17	\$39,969,000	\$21,358,000	\$16,813,535	\$11,917,758	\$6,693,000	\$3,209,000	\$1,004,000	\$0	\$4,213,000	\$0	\$0	\$682,777	\$4,895,777	\$0	\$4,895,777
Baltimore	3	Woodlawn High	03.050	F	A	C	Limited Renovation	12/01/16	\$44,310,000	\$25,024,000	\$17,899,000	\$0	\$19,286,000	\$12,519,000	\$2,781,000	\$0	\$15,300,000	\$0	\$0	\$2,599,000	\$17,899,000	\$0	\$17,899,000
Baltimore	4	Dundalk Elementary	03.052	F	A	C	Replacement	01/01/18	\$40,777,000	\$24,191,000	\$16,586,000	\$0	\$16,215,000	\$4,293,000	\$2,544,215	\$0	\$6,837,215	\$0	\$0	\$6,657,939	\$13,495,154	\$2,719,846	\$16,215,000
Baltimore	5	Berkshire Elementary	03.174	F	A	C	Replacement	10/01/18	\$43,370,000	\$29,172,000	\$14,704,000	\$0	\$14,198,000	\$0	\$839,831	\$0	\$839,831	\$0	\$0	\$0	\$839,831	\$2,510,901	\$3,350,732
Baltimore	6	Colgate Elementary	03.151	LP	A	C	Replacement	01/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY 2020 IAC Staff Capital Improvement Program Recommendations

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LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Baltimore	7	Colgate Elementary	03.151	F	B	C	Replacement	01/01/19	\$40,590,000	\$27,462,000	\$13,520,000	\$0	\$13,128,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	8	Chadwick Elementary	03.125	LP	A	C	Replacement	12/01/18	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	9	Chadwick Elementary	03.125	F	B	C	Replacement	12/01/18	\$45,130,000	\$29,161,000	\$17,525,000	\$0	\$13,169,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	10	Northeast Area @ Ridge Road Elementary	03.220	LP	B	C	New	02/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	11	Northeast Area @ Ridge Road Elementary	03.220	F	B	C	New	02/01/19	\$44,510,000	\$27,190,000	\$12,863,000	\$0	\$14,970,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	12	Bedford Elementary	03.089	LP	B	C	Replacement	12/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	13	Bedford Elementary	03.089	F	B	C	Replacement	12/01/19	\$45,132,000	\$28,750,000	\$13,139,000	\$0	\$5,750,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	14	Summit Park Elementary	03.093	LP	B	C	Replacement	11/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	15	Summit Park Elementary	03.093	F	B	C	Replacement	11/01/19	\$45,132,000	\$28,510,000	\$16,862,000	\$0	\$5,750,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	16	Northeast Area Middle	03.221	LP	B	C	New	05/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	17	Northeast Area Middle	03.221	F	B	C	New	05/01/19	\$101,750,000	\$58,537,000	\$31,711,000	\$0	\$21,075,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	18	Pine Grove Middle	03.001	LP	B	C	Renovation/Addition	12/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	19	Pine Grove Middle	03.001	F	C	C	Renovation/Addition	12/01/19	\$36,863,000	\$21,735,000	\$13,640,000	\$0	\$3,425,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	20	Red House Run Elementary	03.109	LP	C	C	Replacement	12/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	21	Red House Run Elementary	03.109	F	C	C	Replacement	12/01/19	\$45,435,000	\$29,204,000	\$0	\$0	\$5,250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	22	Deer Park Elementary	03.170	LP	C	C	Replacement	12/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	23	Deer Park Elementary	03.170	F	C	C	Replacement	12/01/19	\$45,435,000	\$28,828,000	\$0	\$0	\$5,250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	24	Scotts Branch Elementary	03.025	LP	B	C	Renovation	12/01/19	\$0	\$0	\$12,441,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	25	Scotts Branch Elementary	03.025	F	C	C	Renovation	12/01/19	\$33,217,000	\$19,958,000	\$0	\$0	\$2,050,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	26	Dulaney High	03.133	LP	C	C	Replacement	10/01/21	\$161,080,000	\$98,537,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	27	Towson High	03.114	LP	C	C	Replacement	10/01/21	\$151,900,000	\$89,519,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	28	Lansdowne High	03.149	LP	C	C	Replacement	10/01/21	\$133,660,000	\$85,068,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	29	Timber Grove Elementary	03.077	F	B	SR	Roof	10/01/19	\$1,970,000	\$1,018,000	\$952,000	\$0	\$952,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	30	Deer Park Magnet Middle	03.147	F	B	SR	Roof	10/01/19	\$6,111,000	\$3,056,000	\$3,055,000	\$0	\$3,055,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	31	Johannyake Elementary	03.103	F	B	SR	Roof	10/01/19	\$2,393,000	\$1,231,000	\$1,162,000	\$0	\$1,162,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	32	Loch Raven High	03.134	F	B	SR	Roof	10/01/19	\$2,600,000	\$1,340,000	\$1,260,000	\$0	\$1,260,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	33	Stoneleigh Elementary	03.022	F	B	SR	Roof	10/01/19	\$1,484,000	\$780,000	\$704,000	\$0	\$704,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	34	Holabird Middle	03.047	F	B	SR	Roof	10/01/19	\$4,779,000	\$2,405,000	\$2,374,000	\$0	\$2,374,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

FY 2020 IAC Staff Capital Improvement Program Recommendations

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LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Baltimore	35	Deep Creek Elementary	03.129	F	B	SR	Roof	10/01/19	\$1,943,000	\$1,005,000	\$938,000	\$0	\$938,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	36	Church Lane Elementary	03.026	F	B	SR	Roof	10/01/19	\$2,410,000	\$1,234,000	\$1,176,000	\$0	\$1,176,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	37	Chase Elementary	03.135	F	B	SR	Boiler	02/01/20	\$935,000	\$515,000	\$420,000	\$0	\$420,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	38	Elmwood Elementary	03.072	F	B	SR	Boiler	02/01/20	\$815,000	\$451,000	\$364,000	\$0	\$364,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	39	Timber Grove Elementary	03.077	F	B	SR	Chiller	02/01/20	\$1,355,000	\$739,000	\$616,000	\$0	\$616,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore	40	Seneca Elementary	03.179	F	B	SR	Chiller	02/01/20	\$1,225,000	\$665,000	\$560,000	\$0	\$560,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore County Total									\$1,175,280,000	\$719,768,000	\$227,159,535	\$22,067,327	\$165,515,000	\$23,180,000	\$8,028,046	\$0	\$31,208,046	\$0	\$0	\$11,646,716	\$42,854,762	\$5,230,747	\$48,085,509
Calvert	1	Southern Middle	04.009	F	A	SR	HVAC	02/14/19	\$600,000	\$290,000	\$310,000	\$0	\$310,000	\$233,000	\$46,000	-\$233,000	\$46,000	\$0	\$239,000	\$0	\$285,000	\$25,000	\$310,000
Calvert	2	Patuxent High	04.019	F	A	SR	HVAC	02/14/19	\$2,780,000	\$1,306,600	\$1,473,400	\$0	\$957,400	\$446,000	\$89,000	-\$446,000	\$89,000	\$363,400	\$446,000	\$0	\$898,400	\$59,000	\$957,400
Calvert	3	Calvert Country School	04.012	F	A	SR	HVAC	02/07/19	\$2,000,000	\$966,000	\$1,034,000	\$0	\$1,034,000	\$776,000	\$155,000	-\$776,000	\$155,000	\$0	\$776,000	\$0	\$931,000	\$103,000	\$1,034,000
Calvert County Total									\$5,380,000	\$2,562,600	\$2,817,400	\$0	\$2,301,400	\$1,455,000	\$290,000	-\$1,455,000	\$290,000	\$363,400	\$1,461,000	\$0	\$2,114,400	\$187,000	\$2,301,400
Caroline	1	Greensboro Elementary	05.001	F	A	C	Replacement	05/01/19	\$47,749,000	\$19,261,000	\$28,488,000	\$0	\$13,845,000	\$9,344,500	\$806,580	\$0	\$10,151,080	\$162,420	\$0	\$0	\$10,313,500	\$3,531,500	\$13,845,000
Caroline County Total									\$47,749,000	\$19,261,000	\$28,488,000	\$0	\$13,845,000	\$9,344,500	\$806,580	\$0	\$10,151,080	\$162,420	\$0	\$0	\$10,313,500	\$3,531,500	\$13,845,000
Carroll	1	Westminster High	06.042	F	A	SCI	Science	03/01/19	\$3,146,000	\$1,523,500	\$1,622,500	\$0	\$1,622,500	\$1,135,000	\$227,000	\$109,500	\$1,471,500	\$0	\$0	\$0	\$1,471,500	\$151,000	\$1,622,500
Carroll	2	Winfield Elementary	06.023	F	A	SR	Mechanical	03/15/19	\$9,234,000	\$4,334,640	\$4,899,360	\$0	\$4,899,360	\$3,425,000	\$900,000	\$332,360	\$4,657,360	\$241,875	\$0	\$0	\$4,899,235	\$125	\$4,899,360
Carroll	3	Cranberry Station Elementary	06.046	F	A	SR	Roof	03/01/20	\$1,978,000	\$895,940	\$1,082,060	\$0	\$1,082,060	\$757,000	\$149,000	\$73,060	\$979,060	\$0	\$0	\$0	\$979,060	\$103,000	\$1,082,060
Carroll	4	Winfield Elementary	06.023	F	B	SR	Roof	03/01/20	\$2,442,000	\$1,197,000	\$0	\$0	\$1,245,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Carroll County Total									\$16,800,000	\$7,951,080	\$7,603,920	\$0	\$8,848,920	\$5,317,000	\$1,276,000	\$514,920	\$7,107,920	\$241,875	\$0	\$0	\$7,349,795	\$254,125	\$7,603,920
Cecil	1	New Chesapeake City Elementary	07.043	F	A	C	New	04/01/19	\$29,894,000	\$16,936,000	\$12,160,000	\$0	\$4,000,000	\$2,213,000	\$750,000	\$0	\$2,963,000	\$786,762	\$0	\$0	\$3,749,762	\$250,238	\$4,000,000
Cecil County Total									\$29,894,000	\$16,936,000	\$12,160,000	\$0	\$4,000,000	\$2,213,000	\$750,000	\$0	\$2,963,000	\$786,762	\$0	\$0	\$3,749,762	\$250,238	\$4,000,000
Charles	1	Dr. James Craik Elementary	08.001	F	A	K	K & PreK Addition/Renovation	08/03/17	\$4,184,000	\$2,047,000	\$2,137,000	\$759,129	\$1,377,871	\$1,033,000	\$207,000	-\$129	\$1,239,871	\$0	\$0	\$0	\$1,239,871	\$138,000	\$1,377,871
Charles	2	Benjamin Stoddert Middle	08.002	F	A	C	Renovation/Addition	03/22/19	\$53,167,000	\$27,062,000	\$28,078,000	\$0	\$13,053,000	\$10,948,000	\$900,000	\$0	\$11,848,000	\$0	\$0	\$0	\$11,848,000	\$1,205,000	\$13,053,000
Charles	3	Eva Turner Elementary	08.019	F	A	C	Renovation	09/01/18	\$25,775,000	\$13,902,000	\$10,947,000	\$0	\$5,936,000	\$0	\$843,000	\$129	\$843,129	\$0	\$0	\$0	\$843,129	\$700,000	\$1,543,129
Charles	4	Dr. Gustavus Brown Elementary	08.004	F	B	C	Renovation (Open Space Conversion)	04/30/19	\$4,400,000	\$1,960,000	\$0	\$0	\$2,440,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charles	5	John Hanson Middle	08.003	F	B	SR	Roof	07/01/19	\$3,207,000	\$1,523,000	\$1,628,000	\$0	\$1,684,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charles	6	Maurice J. McDonough High	08.009	F	B	C	Renovation/Addition	04/01/19	\$14,989,000	\$7,340,000	\$7,254,000	\$0	\$7,649,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charles	7	Westlake High	08.031	F	B	SR	Roof	07/01/19	\$3,343,000	\$1,595,000	\$1,677,000	\$0	\$1,748,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Charles	8	Indian Head Elementary	08.008	F	B	SR	Boiler	07/01/19	\$1,326,000	\$618,000	\$669,000	\$0	\$708,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charles	9	J. P. Ryon Elementary	08.038	F	B	K	K & PreK Addition	07/01/19	\$3,995,000	\$1,795,000	\$1,973,000	\$0	\$2,200,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charles	10	Malcolm Elementary	08.024	F	B	K	K & PreK Addition/Renovation	07/01/19	\$3,699,000	\$1,680,000	\$2,573,000	\$0	\$2,019,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charles	11	T. C. Martin Elementary	08.040	LP	A	C	Renovation/Addition	05/01/21	\$27,807,000	\$14,231,000	\$13,670,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charles	12	La Plata High	08.013	LP	B	C	Renovation/Addition	05/01/20	\$11,362,000	\$3,645,000	\$5,092,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Charles Total									\$157,254,000	\$77,398,000	\$75,698,000	\$759,129	\$38,814,871	\$11,981,000	\$1,950,000	\$0	\$13,931,000	\$0	\$0	\$0	\$13,931,000	\$2,043,000	\$15,974,000
Dorchester	1	North Dorchester High	09.013	F	A	C	Replacement	03/01/17	\$48,671,000	\$20,211,000	\$28,460,000	\$25,052,000	\$3,408,000	\$2,556,000	\$511,000	\$0	\$3,067,000	\$0	\$0	\$0	\$3,067,000	\$341,000	\$3,408,000
Dorchester	2	Cambridge/South Dorchester High	09.009	F	A	C	Security Vestibule	06/01/19	\$264,000	\$112,000	\$152,000	\$0	\$152,000	\$113,000	\$21,000	\$0	\$134,000	\$2,000	\$0	\$0	\$136,000	\$16,000	\$152,000
Dorchester	3	Mace's Lane Middle	09.015	F	A	C	Security Vestibule	06/01/19	\$198,000	\$84,000	\$114,000	\$0	\$114,000	\$85,000	\$17,000	\$0	\$102,000	\$1,000	\$0	\$0	\$103,000	\$11,000	\$114,000
Dorchester	4	Vienna Elementary	09.005	F	A	SR	Roof	06/01/19	\$1,074,000	\$344,400	\$729,600	\$0	\$729,600	\$540,000	\$108,000	\$0	\$648,000	\$9,600	\$0	\$0	\$657,600	\$72,000	\$729,600
Dorchester Total									\$50,207,000	\$20,751,400	\$29,455,600	\$25,052,000	\$4,403,600	\$3,294,000	\$657,000	\$0	\$3,951,000	\$12,600	\$0	\$0	\$3,963,600	\$440,000	\$4,403,600
Frederick	1	Butterfly Ridge Elementary	10.079	F	A	C	New	03/01/17	\$48,519,000	\$30,463,000	\$18,056,000	\$12,271,000	\$5,345,000	\$4,009,000	\$802,000	\$0	\$4,811,000	\$0	\$0	\$0	\$4,811,000	\$534,000	\$5,345,000
Frederick	2	Urbana Elementary	10.022	F	A	C	Replacement	08/01/18	\$48,519,000	\$30,463,000	\$18,175,000	\$2,902,000	\$8,000,000	\$6,000,000	\$1,200,000	\$0	\$7,200,000	\$0	\$0	\$0	\$7,200,000	\$800,000	\$8,000,000
Frederick	3	Catoctin High	10.051	F	A	SR	HVAC - Phase II	03/01/19	\$4,320,000	\$2,160,000	\$2,160,000	\$0	\$2,160,000	\$1,620,000	\$324,000	\$0	\$1,944,000	\$0	\$0	\$0	\$1,944,000	\$216,000	\$2,160,000
Frederick	4	Waverley Elementary	10.058	LP	A	C	Replacement	03/01/21	\$59,141,000	\$33,610,000	\$19,586,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Frederick	5	Carroll Manor Elementary	10.066	F	A	SR	Windows/Doors	03/01/19	\$1,110,000	\$552,000	\$558,000	\$0	\$558,000	\$419,000	\$42,000	\$0	\$461,000	\$97,000	\$0	\$0	\$558,000	\$0	\$558,000
Frederick	6	East Frederick County Area Elementary	10.081	LP	A	C	New	03/01/19	\$4,320,000	\$2,160,000	\$11,243,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Frederick	7	Rock Creek School	10.080	F	A	C	Replacement	03/01/19	\$48,306,000	\$34,683,000	\$18,164,000	\$0	\$5,500,000	\$1,702,600	\$0	\$0	\$1,702,600	\$376	\$0	\$0	\$1,702,976	\$3,797,024	\$5,500,000
Frederick	8	Oakdale Middle	10.063	LP	B	C	Addition	03/01/20	\$14,753,000	\$11,007,000	\$2,037,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Frederick	9	Walkersville Middle	10.045	F	A	SR	Roof	03/01/19	\$240,120	\$116,120	\$124,000	\$0	\$124,000	\$0	\$124,000	\$0	\$124,000	\$0	\$0	\$0	\$124,000	\$0	\$124,000
Frederick	10	Security Control Access	10.043	F	A	SR	Security	07/01/19	\$248,946	\$99,946	\$149,000	\$0	\$149,000	\$0	\$149,000	\$0	\$149,000	\$0	\$0	\$0	\$149,000	\$0	\$149,000
Frederick	11	Green Valley Elementary	10.042	F	B	SR	Water Storage Tank	03/01/19	\$519,000	\$249,000	\$288,000	\$0	\$270,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Frederick	12	Governor Thomas Johnson High	10.057	F	B	SR	Roof	03/01/19	\$457,000	\$208,000	\$266,000	\$0	\$249,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Frederick	13	Monocacy Elementary	10.040	F	B	SR	RTU - Phase II	03/01/19	\$490,000	\$202,000	\$307,000	\$0	\$288,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Frederick County Total									\$230,943,066	\$145,973,066	\$91,113,000	\$15,173,000	\$22,643,000	\$13,750,600	\$2,641,000	\$0	\$16,391,600	\$97,376	\$0	\$0	\$16,488,976	\$5,347,024	\$21,836,000
Garrett	1	Southern Middle	11.008	F	D	C	Addition	03/13/19	\$1,414,000	\$733,000	\$527,000	\$0	\$681,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Garrett	2	Southern High	11.005	F	A	SR	Fire Safety	03/13/19	\$1,018,200	\$561,750	\$456,450	\$0	\$456,450	\$241,450	\$0	\$0	\$241,450	\$94,436	\$0	\$0	\$335,886	\$120,564	\$456,450
Garrett	3	Broad Ford Elementary	11.006	F	D	SR	Roof	03/13/19	\$1,721,000	\$893,000	\$828,000	\$0	\$828,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Garrett County Total									\$4,153,200	\$2,187,750	\$1,811,450	\$0	\$1,965,450	\$241,450	\$0	\$0	\$241,450	\$94,436	\$0	\$0	\$335,886	\$120,564	\$456,450
Harford	1	Aberdeen Middle	12.006	F	A	SR	Roof	02/01/20	\$3,827,000	\$1,605,000	\$2,222,000	\$0	\$2,222,000	\$1,076,000	\$215,000	\$71,700	\$1,362,700	\$0	\$0	\$0	\$1,362,700	\$859,300	\$2,222,000
Harford	2	Roye-Williams Elementary	12.047	F	A	SR	Ceiling and Above Interior Systems	02/01/20	\$11,720,000	\$6,743,000	\$4,977,000	\$0	\$4,977,000	\$3,555,000	\$711,000	\$237,000	\$4,503,000	\$0	\$0	\$0	\$4,503,000	\$474,000	\$4,977,000
Harford	3	Hickory Elementary	12.041	F	A	SR	Roof	02/01/20	\$1,794,000	\$833,250	\$960,750	\$0	\$960,750	\$686,000	\$137,000	\$45,750	\$868,750	\$0	\$0	\$0	\$868,750	\$92,000	\$960,750
Harford	4	George D. Lisby Elementary @ Hillsdale	12.052	F	A	SR	HVAC	02/01/20	\$9,250,000	\$4,840,000	\$4,410,000	\$0	\$4,410,000	\$3,150,000	\$109,664	-\$1,544,800	\$1,714,864	\$940,336	\$1,754,800	\$0	\$4,410,000	\$0	\$4,410,000
Harford	5	North Bend Elementary	12.031	F	A	SR	Chiller/Cooling Tower	02/01/20	\$2,031,000	\$1,054,500	\$976,500	\$0	\$976,500	\$727,000	\$122,000	\$46,500	\$895,500	\$0	\$0	\$0	\$895,500	\$81,000	\$976,500
Harford County Total									\$28,622,000	\$15,075,750	\$13,546,250	\$0	\$13,546,250	\$9,194,000	\$1,294,664	-\$1,143,850	\$9,344,814	\$940,336	\$1,754,800	\$0	\$12,039,950	\$1,506,300	\$13,546,250
Howard	1	Pointers Run Elementary	13.044	F	A	SR	Roof	11/01/19	\$2,913,835	\$1,563,574	\$1,350,261	\$0	\$1,350,261	\$663,000	\$0	\$24,261	\$687,261	\$0	\$0	\$663,000	\$1,350,261	\$0	\$1,350,261
Howard	2	Murray Hill Middle	13.059	F	A	SR	Roof	11/01/19	\$1,583,000	\$777,720	\$805,200	\$0	\$805,200	\$395,500	\$0	-\$195,500	\$200,000	\$0	\$0	\$605,200	\$805,200	\$0	\$805,200
Howard	3	Fulton Elementary	13.063	F	A	SR	HVAC	11/01/19	\$8,392,000	\$4,747,989	\$3,643,807	\$0	\$3,643,807	\$629,000	\$0	-\$484,648	\$144,352	\$0	\$0	\$3,499,455	\$3,643,807	\$0	\$3,643,807
Howard	4	Cradlerock Elementary/Lake Elkhorn Middle	13.035	F	A	SR	Boiler	10/01/19	\$692,000	\$376,000	\$316,250	\$0	\$316,250	\$0	\$0	\$0	\$0	\$0	\$0	\$316,250	\$316,250	\$0	\$316,250
Howard	5	New High School #13	13.090	LP	A	C	New	11/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Howard	6	New High School #13	13.090	F	B	C	New	11/01/19	\$129,637,000	\$76,568,000	\$53,069,000	\$0	\$10,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Howard County Total									\$143,217,835	\$84,033,283	\$59,184,518	\$0	\$16,115,518	\$1,687,500	\$0	-\$655,887	\$1,031,613	\$0	\$0	\$5,083,905	\$6,115,518	\$0	\$6,115,518
Kent	1	Rock Hall Elementary	14.004	F	A	SR	Roof	02/01/19	\$1,332,000	\$745,000	\$587,000	\$0	\$587,000	\$440,000	\$88,000	\$0	\$528,000	\$0	\$0	\$0	\$528,000	\$59,000	\$587,000
Kent	2	Galena Elementary	14.002	F	A	C	Security Vestibule	04/01/19	\$56,560	\$32,130	\$24,430	\$131,000	\$24,430	\$24,430	\$0	\$0	\$24,430	\$0	\$0	\$0	\$24,430	\$0	\$24,430
Kent	3	Garnett Elementary	14.006	F	A	C	Security Vestibule	04/01/19	\$90,160	\$48,930	\$41,230	\$0	\$41,230	\$4,604	\$12,000	\$0	\$16,604	\$0	\$0	\$0	\$16,604	\$24,626	\$41,230
Kent	4	Kent County High	14.007	F	A	C	Security Vestibule	04/01/19	\$61,224	\$34,258	\$26,966	\$0	\$26,966	\$26,966	\$0	\$0	\$26,966	\$0	\$0	\$0	\$26,966	\$0	\$26,966
Kent	5	Kent County Middle	14.003	F	A	C	Security Vestibule	04/01/19	\$84,448	\$46,074	\$38,374	\$0	\$38,374	\$0	\$38,374	\$0	\$38,374	\$0	\$0	\$0	\$38,374	\$0	\$38,374
Kent	6	Galena Elementary	14.002	LP	A	C	Renovation	03/01/20	\$5,858,000	\$3,487,000	\$2,371,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Kent	7	Rock Hall Elementary	14.004	F	A	C	Renovation	04/01/19	\$2,032,000	\$1,209,000	\$823,000	\$0	\$823,000	\$617,000	\$123,000	\$0	\$740,000	\$0	\$0	\$0	\$740,000	\$83,000	\$823,000
Kent County Total									\$9,514,392	\$5,602,392	\$3,912,000	\$131,000	\$1,541,000	\$1,113,000	\$261,374	\$0	\$1,374,374	\$0	\$0	\$0	\$1,374,374	\$166,626	\$1,541,000
Montgomery	1	Thomas Edison High School of Technology	15.142	F	A	C	Replacement	10/01/15	\$69,088,000	\$54,730,000	\$12,918,000	\$7,279,077	\$7,279,000	\$4,229,000	\$846,000	\$0	\$5,075,000	\$0	\$0	\$564,000	\$5,639,000	\$0	\$5,639,000
Montgomery	2	Dr. Martin Luther King, Jr. Middle	15.198	F	A	SR	Roof	12/01/19	\$2,298,000	\$1,724,000	\$574,000	\$0	\$574,000	\$430,000	\$87,000	\$0	\$517,000	\$0	\$0	\$57,000	\$574,000	\$0	\$574,000
Montgomery	3	Montgomery Knolls Elementary	15.088	F	A	SR	HVAC	03/01/20	\$2,250,000	\$1,688,000	\$562,000	\$0	\$562,000	\$422,000	\$84,000	\$0	\$506,000	\$0	\$0	\$56,000	\$562,000	\$0	\$562,000
Montgomery	4	Diamond Elementary	15.104	F	A	SR	HVAC	03/01/20	\$1,900,000	\$1,426,000	\$474,000	\$0	\$474,000	\$355,000	\$71,000	\$0	\$426,000	\$0	\$0	\$48,000	\$474,000	\$0	\$474,000
Montgomery	5	Fallsmead Elementary	15.040	F	A	SR	HVAC	03/01/20	\$1,650,000	\$1,238,000	\$412,000	\$0	\$412,000	\$309,000	\$62,000	\$0	\$371,000	\$0	\$0	\$41,000	\$412,000	\$0	\$412,000

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Montgomery	6	Sherwood Elementary	15.107	F	A	SR	Roof	12/01/19	\$1,395,000	\$1,047,000	\$348,000	\$0	\$348,000	\$261,000	\$52,000	\$0	\$313,000	\$0	\$0	\$35,000	\$348,000	\$0	\$348,000
Montgomery	7	Flower Valley Elementary	15.217	F	A	SR	Roof	12/01/19	\$1,380,000	\$1,036,000	\$344,000	\$0	\$344,000	\$258,000	\$52,000	\$0	\$310,000	\$0	\$0	\$34,000	\$344,000	\$0	\$344,000
Montgomery	8	Kemp Mill Elementary	15.227	F	A	SR	Roof	12/01/19	\$1,205,000	\$904,000	\$301,000	\$0	\$301,000	\$226,000	\$45,000	\$0	\$271,000	\$0	\$0	\$30,000	\$301,000	\$0	\$301,000
Montgomery	9	Rosemont Elementary	15.203	F	A	SR	Roof	12/01/19	\$947,000	\$711,000	\$236,000	\$0	\$236,000	\$177,000	\$35,000	\$0	\$212,000	\$0	\$0	\$24,000	\$236,000	\$0	\$236,000
Montgomery	10	Col. Zadok Magruder High	15.045	F	A	SR	Roof	12/01/19	\$932,000	\$700,000	\$232,000	\$0	\$232,000	\$174,000	\$35,000	\$0	\$209,000	\$0	\$0	\$23,000	\$232,000	\$0	\$232,000
Montgomery	11	Lucy V. Bamsley Elementary	15.225	F	A	C	Renovation	04/01/17	\$12,974,000	\$10,652,000	\$208,000	\$0	\$2,322,000	\$156,000	\$31,000	\$0	\$187,000	\$0	\$0	\$21,000	\$208,000	\$0	\$208,000
Montgomery	12	Luxmanor Elementary	15.220	F	A	C	Replacement	06/01/18	\$29,190,000	\$22,269,000	\$11,304,000	\$0	\$6,921,000	\$6,921,000	\$0	\$0	\$6,921,000	\$0	\$0	\$0	\$6,921,000	\$0	\$6,921,000
Montgomery	13	Potomac Elementary	15.110	F	A	C	Replacement	07/01/18	\$30,391,000	\$23,550,000	\$5,149,000	\$0	\$6,841,000	\$2,826,000	\$1,394,000	\$0	\$4,220,000	\$0	\$0	\$929,000	\$5,149,000	\$0	\$5,149,000
Montgomery	14	S. Christa McAuliffe Elementary	15.151	F	D	C	Addition	02/01/18	\$11,386,000	\$9,276,000	\$0	\$0	\$2,110,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	15	Seneca Valley High	15.019	F	A	C	Replacement	05/01/17	\$155,621,000	\$121,035,000	\$34,586,000	\$0	\$34,586,000	\$10,273,229	\$1,450,000	\$0	\$11,723,229	\$364,170	\$0	\$22,492,601	\$34,580,000	\$6,000	\$34,586,000
Montgomery	16	Ashburton Elementary	15.188	LP	C	C	Addition	01/01/18	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	17	Ashburton Elementary	15.188	F	C	C	Addition	01/01/18	\$10,944,000	\$9,680,000	\$1,264,000	\$0	\$1,264,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	18	Tilden Middle	15.125	LP	A	C	Replacement	05/01/18	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	19	Tilden Middle	15.125	F	A	C	Replacement	05/01/18	\$88,647,000	\$71,179,000	\$32,513,000	\$0	\$17,468,000	\$0	\$0	\$0	\$0	\$0	\$0	\$1,548,399	\$1,548,399	\$0	\$1,548,399
Montgomery	20	Maryvale Elementary	15.194	LP	A	C	Replacement	06/01/18	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	21	Maryvale Elementary	15.194	F	B	C	Replacement	06/01/18	\$62,054,000	\$44,426,000	\$17,628,000	\$0	\$12,436,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	22	Thomas W. Pyle Middle	15.175	LP	B	C	Renovation/Addition	07/01/18	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	23	Thomas W. Pyle Middle	15.175	F	B	C	Renovation/Addition	07/01/18	\$25,114,000	\$19,470,000	\$2,829,000	\$0	\$5,644,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	24	Takoma Park Middle	15.001	LP	B	C	Renovation/Addition	11/01/18	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	25	Takoma Park Middle	15.001	F	B	C	Renovation/Addition	11/01/18	\$25,186,000	\$19,612,000	\$4,907,000	\$0	\$5,574,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	26	Pine Crest Elementary	15.036	LP	B	C	Addition	01/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	27	Pine Crest Elementary	15.036	F	B	C	Addition	01/01/19	\$8,623,000	\$6,708,000	\$1,792,000	\$0	\$1,915,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	28	Montgomery Knolls Elementary	15.088	LP	B	C	Renovation	01/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	29	Montgomery Knolls Elementary	15.088	F	B	C	Renovation/Addition	01/01/19	\$6,605,000	\$5,160,000	\$488,000	\$0	\$1,445,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	30	Walt Whitman High	15.134	LP	B	C	Renovation	11/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	31	Walt Whitman High	15.134	F	C	C	Renovation	11/01/19	\$27,577,000	\$21,444,000	\$540,000	\$0	\$6,133,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	32	Col. E. Brooke Lee Middle	15.064	LP	C	C	Addition	01/01/20	\$57,864,000	\$50,433,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	33	Piney Branch Elementary	15.249	LP	C	C	Addition	03/01/20	\$4,211,000	\$3,375,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Montgomery	34	Silver Spring International Middle	15.002	LP	C	C	Addition	06/01/20	\$35,140,000	\$27,761,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	35	John F. Kennedy High	15.172	LP	C	C	Renovation/Addition	06/01/20	\$20,578,000	\$16,107,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	36	Woodlin Elementary	15.011	LP	C	C	Addition	01/01/21	\$15,297,000	\$12,216,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	37	East Silver Spring Elementary	15.108	LP	C	C	Addition	01/01/21	\$3,514,000	\$2,747,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	38	Dufief Elementary	15.105	LP	C	C	Replacement	03/01/21	\$38,028,000	\$29,584,000	\$10,116,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	39	Gaithersburg #8 Elementary	15.280	LP	B	C	New	05/01/20	\$26,000,000	\$21,779,000	\$10,963,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	40	Northwood High	15.046	LP	B	C	Addition	06/01/20	\$123,536,000	\$109,695,000	\$3,614,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery	41	Charles W. Woodward (Tilden Middle) High	15.125	LP	B	C	Renovation/Addition	06/01/20	\$120,235,000	\$93,327,000	\$25,395,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Montgomery County Total									\$1,021,760,000	\$816,689,000	\$179,697,000	\$7,279,077	\$115,421,000	\$27,017,229	\$4,244,000	\$0	\$31,261,229	\$364,170	\$0	\$25,903,000	\$57,528,399	\$6,000	\$57,534,399
Prince George's	1	Stephen Decatur Middle	16.143	F	A	C	Renovation/Addition (SEI)	02/28/19	\$20,622,341	\$11,778,341	\$8,844,000	\$8,200,000	\$644,000	\$483,000	\$97,000	\$0	\$580,000	\$0	\$0	\$64,000	\$644,000	\$0	\$644,000
Prince George's	2	William Wirt Middle	16.183	F	A	C	Replacement	07/01/19	\$84,454,942	\$41,938,942	\$42,516,000	\$0	\$19,110,000	\$0	\$2,867,000	\$0	\$2,867,000	\$4,563,000	\$0	\$11,680,000	\$19,110,000	\$0	\$19,110,000
Prince George's	3	New Glenridge Area #2 Middle	16.265	LP	A	C	New	07/01/19	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	4	New Glenridge Area #2 Middle	16.265	F	A	C	New	07/01/19	\$80,145,734	\$38,318,734	\$41,853,000	\$0	\$17,710,000	\$6,438,621	\$0	\$2,634,097	\$9,072,718	\$3,034,185	\$0	\$5,276,530	\$17,383,433	\$326,567	\$17,710,000
Prince George's	5	New Adelphi Area #1 Middle	16.264	LP	C	C	New	07/01/21	\$80,145,734	\$38,318,734	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	6	Environmental Education Center	16.199	F	C	C	Renovation/Addition	07/01/19	\$32,332,756	\$15,530,756	\$0	\$0	\$4,200,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	7	Suitland High	16.087	LP	C	C	Replacement/Renovation	07/31/21	\$218,721,000	\$123,796,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	8	International High School at Langley Park	16.266	LP	C	C	New	02/28/20	\$31,667,788	\$16,205,396	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	9	Cool Spring Elementary (for the Judy Hoyer Center)	16.134	LP	C	C	Renovation/Addition	02/28/20	\$41,790,697	\$27,088,697	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	10	New Cherokee Lane Elementary	16.267	LP	A	C	Replacement	02/28/20	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	11	New Cherokee Lane Elementary	16.267	F	A	C	New	02/28/20	\$31,365,732	\$13,631,732	\$19,644,000	\$0	\$17,734,000	\$0	\$0	\$0	\$0	\$0	\$0	\$1,000	\$1,000	\$0	\$1,000
Prince George's	12	James Madison Middle	16.114	F	A	SR	HVAC	03/01/20	\$10,421,000	\$4,342,000	\$6,079,000	\$0	\$6,079,000	\$3,700,000	\$0	\$0	\$3,700,000	\$605,000	\$0	\$1,774,000	\$6,079,000	\$0	\$6,079,000
Prince George's	13	Patuxent Elementary	16.209	F	A	SR	HVAC	03/01/20	\$5,865,590	\$2,404,590	\$3,461,000	\$0	\$3,461,000	\$2,606,000	\$0	\$0	\$2,606,000	\$334,000	\$0	\$518,000	\$3,458,000	\$3,000	\$3,461,000
Prince George's	14	Chillum Elementary	16.090	F	A	C	Renovation (Open Space Conversion)	03/01/20	\$2,558,000	\$1,060,000	\$1,498,000	\$0	\$1,498,000	\$0	\$0	\$0	\$1,498,000	\$0	\$0	\$0	\$1,498,000	\$0	\$1,498,000
Prince George's	15	Rosa L. Parks Elementary	16.253	F	B	C	Replacement	04/01/04	\$18,396,000	\$8,756,000	\$9,615,000	\$7,005,986	\$2,609,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	16	Mary Harris "Mother" Jones Elementary	16.231	F	B	C	New	03/01/01	\$14,936,000	\$7,181,000	\$7,755,000	\$6,305,000	\$1,450,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	17	Lake Arbor Elementary	16.234	F	B	C	New	03/01/01	\$13,897,000	\$7,693,000	\$6,204,000	\$3,064,000	\$3,140,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Prince George's	18	Suitland Elementary	16.232	F	B	C	Replacement/Renovation	04/01/04	\$16,716,000	\$8,900,000	\$7,816,000	\$5,730,000	\$2,086,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Prince George's County Total									\$704,036,314	\$366,943,922	\$155,285,000	\$30,304,986	\$79,721,000	\$13,227,621	\$2,964,000	\$2,634,097	\$18,825,718	\$10,034,185	\$0	\$19,313,530	\$48,173,433	\$329,567	\$48,503,000
Queen Anne's	1	Bayside Elementary	17.021	F	A	SR	Roof	03/01/20	\$538,000	\$290,000	\$248,000	\$0	\$248,000	\$186,000	\$37,000	\$0	\$223,000	\$21,256	\$0	\$0	\$244,256	\$3,744	\$248,000
Queen Anne's	2	Kent Island Elementary	17.007	F	A	SR	Roof	03/01/20	\$677,000	\$365,000	\$312,000	\$0	\$312,000	\$234,000	\$47,000	\$0	\$281,000	\$0	\$0	\$0	\$281,000	\$31,000	\$312,000
Queen Anne's	3	Church Hill Elementary	17.013	F	A	SR	Fire Safety	03/01/20	\$246,000	\$133,000	\$113,000	\$0	\$113,000	\$85,000	\$17,000	\$0	\$102,000	\$0	\$0	\$0	\$102,000	\$11,000	\$113,000
Queen Anne's County Total									\$1,461,000	\$788,000	\$673,000	\$0	\$673,000	\$505,000	\$101,000	\$0	\$606,000	\$21,256	\$0	\$0	\$627,256	\$45,744	\$673,000
Somerset	1	J. M. Tawes Technology & Career Center	19.017	F	A	C	Replacement	09/26/17	\$42,781,000	\$7,400,000	\$35,381,000	\$32,220,000	\$3,161,000	\$2,371,000	\$474,000	\$0	\$2,845,000	\$4,135	\$0	\$0	\$2,849,135	\$311,865	\$3,161,000
Somerset County Total									\$42,781,000	\$7,400,000	\$35,381,000	\$32,220,000	\$3,161,000	\$2,371,000	\$474,000	\$0	\$2,845,000	\$4,135	\$0	\$0	\$2,849,135	\$311,865	\$3,161,000
St. Mary's	1	Park Hall Elementary	18.029	F	A	SR	Roof/HVAC - Phase II	12/01/18	\$7,202,000	\$3,495,000	\$3,707,000	\$2,793,000	\$914,000	\$686,000	\$137,000	\$0	\$823,000	\$0	\$0	\$0	\$823,000	\$91,000	\$914,000
St. Mary's	2	Hollywood Elementary	18.026	F	A	SR	Roof/HVAC/Fire Safety	12/01/18	\$6,898,000	\$3,343,000	\$3,555,000	\$2,660,000	\$895,000	\$671,000	\$134,000	\$0	\$805,000	\$0	\$0	\$0	\$805,000	\$90,000	\$895,000
St. Mary's	3	Great Mills High	18.020	F	A	SR	Roof - Phase II	02/01/19	\$3,516,000	\$1,783,000	\$1,733,000	\$850,000	\$883,000	\$662,000	\$133,000	\$0	\$795,000	\$0	\$0	\$0	\$795,000	\$88,000	\$883,000
St. Mary's	4	Green Holly Elementary	18.022	F	A	SR	HVAC	01/01/21	\$5,075,000	\$2,817,060	\$2,257,940	\$0	\$2,257,940	\$1,447,600	\$271,000	\$75,471	\$1,794,071	\$0	\$283,869	\$0	\$2,077,940	\$180,000	\$2,257,940
St. Mary's	5	Park Hall Elementary	18.029	F	A	REL	State Owned Relocatable	04/01/19	\$271,000	\$157,000	\$143,840	\$0	\$143,840	\$9,000	\$0	\$30,240	\$39,240	\$104,600	\$0	\$0	\$143,840	\$0	\$143,840
St. Mary's	6	Dynard Elementary	18.024	F	B	SR	Roof/HVAC	03/01/20	\$7,690,000	\$4,792,000	\$2,898,000	\$0	\$2,898,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
St. Mary's County Total									\$30,652,000	\$16,387,060	\$14,294,780	\$6,303,000	\$7,991,780	\$3,475,600	\$675,000	\$105,711	\$4,256,311	\$104,600	\$283,869	\$0	\$4,644,780	\$449,000	\$5,093,780
Talbot	1	Easton Elementary - Dobson Building	20.005	F	A	C	Replacement	07/26/18	\$52,748,026	\$31,651,026	\$21,097,000	\$8,390,040	\$12,707,000	\$6,925,000	\$1,245,000	\$0	\$8,170,000	\$0	\$0	\$0	\$8,170,000	\$830,000	\$9,000,000
Talbot County Total									\$52,748,026	\$31,651,026	\$21,097,000	\$8,390,040	\$12,707,000	\$6,925,000	\$1,245,000	\$0	\$8,170,000	\$0	\$0	\$0	\$8,170,000	\$830,000	\$9,000,000
Washington	1	Urban Educational Campus - BOE	21.058	F	A	C	New	04/25/18	\$19,318,000	\$9,080,000	\$10,238,000	\$5,531,115	\$4,707,000	\$3,530,000	\$706,000	\$0	\$4,236,000	\$0	\$0	\$0	\$4,236,000	\$471,000	\$4,707,000
Washington	2	Sharpsburg Elementary	21.019	F	A	C	Replacement	08/01/18	\$26,728,000	\$11,022,000	\$15,289,000	\$6,511,000	\$6,511,000	\$5,101,000	\$1,081,000	\$0	\$6,182,000	\$0	\$0	\$0	\$6,182,000	\$329,000	\$6,511,000
Washington	3	Boonsboro Elementary	21.027	F	A	SR	Roof	01/01/20	\$1,574,000	\$552,000	\$997,000	\$0	\$997,000	\$748,000	\$150,000	\$9	\$898,009	\$60,991	\$0	\$959,000	\$38,000	\$997,000	
Washington	4	South Hagerstown High	21.020	F	B	SR	Roof	01/01/20	\$2,182,000	\$719,000	\$0	\$0	\$1,463,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Washington County Total									\$49,802,000	\$21,373,000	\$26,524,000	\$12,042,115	\$13,678,000	\$9,379,000	\$1,937,000	\$9	\$11,316,009	\$60,991	\$0	\$0	\$11,377,000	\$838,000	\$12,215,000
Wicomico	1	Delmar Elementary	22.007	F	A	C	Limited Renovation	04/01/18	\$10,783,000	\$2,457,000	\$8,326,000	\$4,616,631	\$3,709,000	\$2,782,000	\$556,000	\$0	\$3,338,000	\$0	\$0	\$0	\$3,338,000	\$371,000	\$3,709,000
Wicomico	2	Beaver Run Elementary	22.005	F	A	C	Replacement	08/10/19	\$49,366,000	\$23,050,000	\$27,399,000	\$0	\$9,000,000	\$6,857,000	\$831,000	\$0	\$7,688,000	\$0	\$0	\$0	\$7,688,000	\$1,312,000	\$9,000,000
Wicomico	3	Westside Intermediate School	22.026	F	B	SR	Roof	09/20/19	\$1,749,000	\$291,000	\$1,458,000	\$0	\$1,458,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Wicomico County Total									\$61,898,000	\$25,798,000	\$37,183,000	\$4,616,631	\$14,167,000	\$9,639,000	\$1,387,000	\$0	\$11,026,000	\$0	\$0	\$0	\$11,026,000	\$1,683,000	\$12,709,000
Worcester	1	Showell Elementary	23.001	F	A	C	Replacement	06/13/18	\$47,552,000	\$38,880,000	\$8,672,000	\$4,336,000	\$4,336,000	\$3,252,000	\$650,000	\$0	\$3,902,000	\$0	\$0	\$0	\$3,902,000	\$434,000	\$4,336,000
Worcester County Total									\$47,552,000	\$38,880,000	\$8,672,000	\$4,336,000	\$4,336,000	\$3,252,000	\$650,000	\$0	\$3,902,000	\$0	\$0	\$0	\$3,902,000	\$434,000	\$4,336,000

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LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Baltimore City	1	Holabird PK-8 #229	30.240	F	A	C	Replacement	08/15/17	\$31,506,177	\$5,105,177	\$26,401,000	\$19,810,000	\$6,591,000	\$4,943,000	\$989,000	\$0	\$5,932,000	\$0	\$0	\$0	\$5,932,000	\$659,000	\$6,591,000
Baltimore City	2	Graceland Park/O'Donnell Heights PK-8 #240	30.222	F	A	C	Replacement	08/15/17	\$31,277,242	\$10,052,242	\$21,225,000	\$15,258,000	\$5,967,000	\$4,475,000	\$895,000	\$0	\$5,370,000	\$0	\$0	\$0	\$5,370,000	\$597,000	\$5,967,000
Baltimore City	3	Armistead Gardens PK-8 #243	30.186	F	B	C	Addition/Renovation	06/15/20	\$42,588,000	\$13,879,000	\$31,142,000	\$0	\$1,000,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	4	Maree Garnett Farring PK-8 #203	30.159	LP	A	C	Renovation/Addition	12/01/18			\$8,250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	5	Maree Garnett Farring PK-8 #203	30.159	F	A	C	Renovation/Addition	12/01/18	\$13,000,000	\$2,713,043	\$8,250,000	\$0	\$4,000,000	\$1,500,000	\$0	\$0	\$1,500,000	\$0	\$0	\$0	\$1,500,000	\$0	\$1,500,000
Baltimore City	6	Eutaw Marshburn Elementary #011	30.267	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	01/01/20	\$1,550,000	\$296,360	\$1,253,640	\$0	\$1,253,640	\$920,000	\$184,000	\$0	\$1,104,000	\$26,640	\$0	\$0	\$1,130,640	\$123,000	\$1,253,640
Baltimore City	7	Johnston Square Elementary #016	30.234	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	01/01/20	\$2,200,000	\$420,910	\$1,779,090	\$0	\$1,779,090	\$1,306,000	\$261,000	\$0	\$1,567,000	\$38,090	\$0	\$0	\$1,605,090	\$174,000	\$1,779,090
Baltimore City	8	Harlem Park Building #078	30.274	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	01/01/20	\$2,800,000	\$535,450	\$2,264,550	\$0	\$2,264,550	\$1,662,000	\$332,000	\$0	\$1,994,000	\$48,550	\$0	\$0	\$2,042,550	\$222,000	\$2,264,550
Baltimore City	9	Franklin Square PK-8 #095	30.243	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	01/01/20	\$1,450,000	\$277,270	\$1,172,730	\$0	\$1,172,730	\$860,000	\$172,000	\$0	\$1,032,000	\$25,730	\$0	\$0	\$1,057,730	\$115,000	\$1,172,730
Baltimore City	10	Collington Square PK-8 #097	30.053	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	01/01/20	\$1,550,000	\$296,360	\$1,253,640	\$0	\$1,253,640	\$920,000	\$184,000	\$0	\$1,104,000	\$26,640	\$0	\$0	\$1,130,640	\$123,000	\$1,253,640
Baltimore City	11	Yorkwood Elementary #219	30.205	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	01/01/20	\$1,250,000	\$239,090	\$1,010,910	\$0	\$1,010,910	\$742,000	\$148,000	\$0	\$890,000	\$21,910	\$0	\$0	\$911,910	\$99,000	\$1,010,910
Baltimore City	12	Eutaw Marshburn Elementary #011	30.267	F	A	SR	Windows/Doors	01/01/20	\$1,500,000	\$287,280	\$1,212,720	\$0	\$1,212,720	\$890,000	\$178,000	\$0	\$1,068,000	\$25,720	\$0	\$0	\$1,093,720	\$119,000	\$1,212,720
Baltimore City	13	North Bend PK-8 #081	30.041	F	A	SR	Fire Safety	11/01/19	\$1,600,000	\$334,000	\$534,480	\$0	\$1,266,000	\$393,000	\$79,000	\$0	\$472,000	\$10,480	\$0	\$0	\$482,480	\$52,000	\$534,480
Baltimore City	14	Western High #407	30.227	F	A	C	Pool	11/01/19	\$2,500,000	\$522,000	\$2,021,820	\$0	\$2,021,820	\$1,484,000	\$297,000	\$0	\$1,781,000	\$43,820	\$0	\$0	\$1,824,820	\$197,000	\$2,021,820
Baltimore City	15	Baltimore City College High #480	30.110	F	A	C	Pool	11/01/19	\$2,500,000	\$522,000	\$2,021,820	\$0	\$2,021,820	\$1,847,000	\$131,000	\$0	\$1,978,000	\$43,820	\$0	\$0	\$2,021,820		\$2,021,820
Baltimore City	16	Yorkwood Elementary #219	30.205	F	A	SR	Fire Safety	01/01/19	\$1,400,000	\$292,000	\$385,560	\$0	\$1,108,000	\$378,000	\$0	\$0	\$378,000	\$7,560	\$0	\$0	\$385,560		\$385,560
Baltimore City	17	Fallstaff PK-8 #241	30.148	F	A	SR	Fire Safety	11/01/19	\$2,000,000	\$417,000	\$408,000	\$0	\$1,583,000	\$400,000	\$0	\$0	\$400,000	\$8,000	\$0	\$0	\$408,000		\$408,000

FY 2020 IAC Staff Capital Improvement Program Recommendations

Approval Status:

A: IAC Staff recommendation for approval of planning or funding pending approval by the IAC

B: Deferred, but eligible for local planning or construction funding

C: Deferred, and not currently eligible for planning or funding approval based on unresolved issues

D: Denied, and not eligible for planning or funding approval

LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Baltimore City	18	Woodhome PK-8 #205	30.196	F	B	SR	Roof	11/01/19	\$3,000,000	\$626,000	\$2,426,000	\$0	\$2,374,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	19	Commodore John Rodgers PK-8 #027	30.017	F	B	SR	Fire Safety	11/01/19	\$2,000,000	\$417,000	\$465,000	\$0	\$1,583,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	20	Collington Square PK-8 #097	30.053	F	B	SR	Fire Safety	11/01/19	\$1,500,000	\$313,000	\$301,320	\$0	\$1,187,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	21	Curtis Bay PK-8 #207	30.248	F	B	SR	HVAC/Roof	11/01/19	\$6,500,000	\$1,357,000	\$5,256,000	\$0	\$5,143,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	22	Hazelwood K-8 #210	30.189	F	B	SR	Roof	11/01/19	\$1,900,000	\$397,000	\$1,536,000	\$0	\$1,503,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	23	Furman L. Templeton Elementary #125	30.061	F	B	SR	Roof	11/01/19	\$1,960,000	\$409,000	\$1,585,000	\$0	\$1,551,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	24	Federal Hill Prep PK-5 #045	30.023	F	B	SR	Structural/Roof	11/01/19	\$2,300,000	\$480,000	\$1,860,000	\$0	\$1,820,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	25	Baltimore City College High #480	30.110	F	B	SR	Windows/Doors	11/01/19	\$12,679,000	\$2,646,000	\$10,253,000	\$0	\$10,033,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	26	George Washington Elementary #022	30.177	F	B	SR	Roof/Windows/Doors/HVAC	11/01/19	\$4,000,000	\$835,000	\$3,234,540	\$0	\$3,165,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	27	Highlandtown PK-8 #215	30.072	F	B	SR	Structural/Windows	11/01/19	\$1,500,000	\$313,000	\$1,213,000	\$0	\$1,187,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	28	Thomas G. Hayes Building #102	30.275	F	D	SR	Sprinkler	11/01/19	\$600,000	\$125,000	\$0	\$0	\$475,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	29	Hazelwood K-8 #210	30.189	F	B	SR	Fire Safety	11/01/19	\$600,000	\$125,000	\$0	\$0	\$475,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	30	Commodore John Rodgers PK-8 #027	30.017	F	B	SR	HVAC	01/01/20	\$11,000,000	\$2,296,000	\$8,895,000	\$0	\$8,704,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	31	Barclay PK-8 #054	30.260	F	B	SR	Roof	01/01/20	\$1,268,000	\$265,000	\$1,025,000	\$0	\$1,003,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	32	Dickey Hill PK-8 #201	30.255	F	B	SR	Roof	01/01/20	\$1,556,000	\$325,000	\$1,258,000	\$0	\$1,231,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	33	Thomas Jefferson PK-8 #232	30.090	F	B	SR	Roof	01/01/20	\$1,620,000	\$338,000	\$1,310,000	\$0	\$1,282,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	34	Northern Building #402	30.174	F	B	SR	Roof	01/01/20	\$5,000,000	\$1,043,000	\$4,044,000	\$0	\$3,957,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	35	Baltimore Polytechnic Institute High #403	30.185	F	B	SR	Elevator	11/01/19	\$465,000	\$97,000	\$376,000	\$0	\$368,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	36	Curtis Bay PK-8 #207	30.248	F	B	SR	Windows/Doors	01/01/20	\$1,300,000	\$271,000	\$1,052,000	\$0	\$1,029,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	37	Roland Park Elementary/Middle #233	30.092	F	B	SR	Structural	01/01/20	\$2,500,000	\$522,000	\$2,022,000	\$0	\$1,978,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Baltimore City	38	Baltimore Polytechnic Institute High #403	30.185	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	02/01/19	\$23,167,161	\$162,700	\$2,155,461	\$0	\$2,155,461	\$0	\$0	\$0	\$2,155,461	\$0	\$0	\$0	\$2,155,461	\$0	\$2,155,461
Baltimore City	39	Western High #407	30.227	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	02/01/19	\$1,895,859	\$132,300	\$1,763,559	\$0	\$1,763,559	\$0	\$0	\$0	\$1,763,559	\$0	\$0	\$0	\$1,763,559	\$0	\$1,763,559
Baltimore City	40	Hazelwood PK-8 #210	30.189	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	02/01/19	\$954,200	\$67,000	\$887,200	\$0	\$887,200	\$0	\$0	\$0	\$887,200	\$0	\$0	\$0	\$887,200	\$0	\$887,200
Baltimore City	41	Hilton Elementary #021	30.254	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	02/01/19	\$1,119,600	\$78,000	\$1,041,600	\$0	\$1,041,600	\$0	\$0	\$0	\$1,041,600	\$0	\$0	\$0	\$1,041,600	\$0	\$1,041,600

FY 2020 IAC Staff Capital Improvement Program Recommendations

Approval Status:
 A: IAC Staff recommendation for approval of planning or funding pending approval by the IAC
 B: Deferred, but eligible for local planning or construction funding
 C: Deferred, and not currently eligible for planning or funding approval based on unresolved issues
 D: Denied, and not eligible for planning or funding approval

LEA	Priority	Project Name	PSC#	Request Type	Funding Status	Project Category	Project Type	Anticipated Bid Date	Total Estimated Project Cost	Non-PSCP Funds	Net State Funding	Prior State Funding	FY 2020 Requests	IAC Approval FY 2020 CIP 12-31-18	90% IAC Recommendations 2-13-19	IAC Staff Recommended Adjustments 5-09-19	Total New Authorization 5-09-19	IAC Staff Recommendations Prior Year LEA Reserved Appropriations 5-09-19	IAC Staff Recommendations EEI Appropriation 5-09-19	IAC Staff Recommendations EGRC 19 & 20 5-09-19	Total New Authorization & Prior Year Appropriations 5-09-19	Additional State Appropriation Required to fund IAC Preliminary Projections	Preliminary Projection Totals Based on \$280 M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Baltimore City	42	Matthew A. Henson Elementary #029	30.242	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	02/01/19	\$1,055,150	\$74,000	\$981,150	\$0	\$981,150	\$0	\$0	\$0	\$0	\$981,150	\$0	\$0	\$981,150	\$0	\$981,150
Baltimore City	43	Frederick Douglass High #450	30.111	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	04/01/19	\$3,240,200	\$227,000	\$3,013,200	\$0	\$3,013,200	\$0	\$0	\$0	\$0	\$3,013,200	\$0	\$0	\$3,013,200	\$0	\$3,013,200
Baltimore City	44	Thomas Jefferson PK-8 #232	30.090	F	A	SR	Vertical Packaged Classroom Air Conditioning Units	01/00/00	\$782,067	\$54,900	\$727,167	\$0	\$727,167	\$0	\$0	\$0	\$0	\$727,167	\$0	\$0	\$727,167	\$0	\$727,167
Baltimore City Total									\$461,792,909	\$49,389,182	\$169,268,157	\$168,966,837	\$118,843,257	\$22,720,000	\$3,850,000	\$0	\$26,570,000	\$10,896,297	\$0	\$0	\$37,466,297	\$2,480,000	\$39,946,297
Maryland School for the Blind	1	Newcomer, Case and Campbell Halls	25.001	F	A	C	Renovation/Addition	08/01/17	\$45,186,918	\$13,526,918	\$30,923,414	\$15,320,705	\$16,339,295	\$6,000,000	\$1,067,000	\$0	\$7,067,000	\$0	\$0	\$0	\$7,067,000	\$933,000	\$8,000,000
MSB Total									\$45,186,918	\$13,526,918	\$30,923,414	\$15,320,705	\$16,339,295	\$6,000,000	\$1,067,000	\$0	\$7,067,000	\$0	\$0	\$0	\$7,067,000	\$933,000	\$8,000,000
Grand Total									\$4,543,661,407	\$2,755,945,329	\$1,326,483,024	\$224,705,275	\$714,923,341	\$210,000,000	\$41,800,000	\$0	\$251,800,000	\$25,111,597	\$3,499,669	\$70,400,790	\$350,812,056	\$27,715,000	\$378,527,056

Public School Construction Program 2020 CIP Evaluation of Planning Project Requests									
		(1)		(2)			(3)	(4)	
PID	PSC#	LEA	Project Name	Project Type	Anticipated Bid Date	ABC Status	ADJ SQFT	Priority	EST.State Cost of Proj. omitted \$(000)
11064	02.022	Anne Arundel	Richard Henry Lee Elementary	Renovation/Addition	8/1/18	A	61,000	6	\$ 10,017
11066	02.115	Anne Arundel	Crofton Woods Elementary	Addition	4/1/19	A	78,009	8	\$ 1,585
11068	02.053	Anne Arundel	Millersville Elementary	K Addition	4/1/19	A	52,571	10	\$ 1,282
11072	02.008	Anne Arundel	Linthicum Elementary	K Addition	4/1/19	A	71,682	14	\$ 1,873
11024	03.151	Baltimore	Colgate Elementary	Replacement	1/1/19	A	48,100	6	\$ 13,520
11026	03.125	Baltimore	Chadwick Elementary	Replacement	12/1/18	A	50,235	8	\$ 17,525
11028	03.220	Baltimore	Northeast Area @ Ridge	New	2/1/19	B		10	\$ 12,863
11030	03.089	Baltimore	Bedford Elementary	Replacement	12/1/19	B	45,745	12	\$ 16,382
11032	03.093	Baltimore	Summit Park Elementary	Replacement	11/1/19	B	48,167	14	\$ 16,622
11034	03.221	Baltimore	Northeast Area Middle	New	5/1/19	B	47,544	16	\$ 43,213
11036	03.001	Baltimore	Pine Grove Middle	Renovation/Addition	12/1/19	B	150,190	18	\$ 15,128
11038	03.109	Baltimore	Red House Run Elementary	Replacement	12/1/19	C	57,163	20	\$ 16,231
11040	03.170	Baltimore	Deer Park Elementary	Replacement	12/1/19	C	48,185	22	\$ 16,607
11042	03.025	Baltimore	Scotts Branch Elementary	Renovation	12/1/19	B	57,735	24	\$ 13,259
11044	03.133	Baltimore	Dulaney High	Replacement	10/1/21	C	250,286	26	\$ 13,161
11045	03.114	Baltimore	Towson High	Replacement	10/1/21	C	205,313	27	\$ 62,381
11046	03.149	Baltimore	Lansdowne High	Replacement	10/1/21	C	211,070	28	\$ 48,592
11120	08.040	Charles	T. C. Martin Elementary	Renovation/Addition	5/1/21	A	54,349	11	\$ 13,670
11121	08.013	Charles	La Plata High	Renovation/Addition	5/1/20	B	174,318	12	\$ 7,717
11153	10.058	Frederick	Waverley Elementary	Replacement	3/1/21	A	54,178	4	\$ 19,586
11155	10.081	Frederick	East Frederick County Area Elementary	New	3/1/19	A		6	\$ 11,243
11157	10.063	Frederick	Oakdale Middle	Addition	3/1/20	B	109,089	8	\$ 2,037
11165	14.002	Kent	Galena Elementary	Renovation	3/1/20	A	58,285	6	\$ 2,371
11253	13.090	Howard	New High School #13	New	11/1/19	A		5	\$ 53,069
11346	15.188	Montgomery	Ashburton Elementary	Addition	1/1/18	C	81,438	16	\$ 1,264
11348	15.125	Montgomery	Tilden Middle	Replacement	5/1/18	A	135,150	18	\$ 17,468
11350	15.194	Montgomery	Maryvale Elementary	Replacement	6/1/18	A	92,050	20	\$ 12,436
11352	15.175	Montgomery	Thomas W. Pyle Middle	Renovation/Addition	7/1/18	B	153,824	22	\$ 5,644
11354	15.001	Montgomery	Takoma Park Middle	Renovation/Addition	11/1/18	B	53,942	24	\$ 5,574
11356	15.036	Montgomery	Pine Crest Elementary	Addition	1/1/19	B	53,778	26	\$ 34,871
11358	15.088	Montgomery	Montgomery Knolls Elementary	Renovation	1/1/19	B	97,213	28	\$ 1,445
11360	15.134	Montgomery	Walt Whitman High	Renovation	11/1/19	B	261,295	30	\$ 6,133
11362	15.064	Montgomery	Col. E. Brooke Lee Middle	Addition	1/1/20	C	123,199	32	\$ 7,431

Public School Construction Program 2020 CIP Evaluation of Planning Project Requests									
		(1)		(2)			(3)	(4)	
PID	PSC#	LEA	Project Name	Project Type	Anticipated Bid Date	ABC Status	ADJ SQFT	Priority	EST.State Cost of Proj. omitted \$(000)
11363	15.249	Montgomery	Piney Branch Elementary	Addition	3/1/20	C	99,706	33	\$ 836
11364	15.002	Montgomery	Silver Spring International Middle	Addition	6/1/20	C	81,438	34	\$ 7,379
11365	15.172	Montgomery	John F. Kennedy High	Renovation/Addition	6/1/20	C	280,048	35	\$ 4,471
11366	15.011	Montgomery	Woodlin Elementary	Addition	1/1/21	C	60,725	36	\$ 3,081
11367	15.108	Montgomery	East Silver Spring Elementary	Addition	1/1/21	C	88,895	37	\$ 767
11368	15.105	Montgomery	Dufief Elementary	Replacement	3/1/21	C	59,013	38	\$ 8,444
11369	15.280	Montgomery	Gaithersburg #8 Elementary	New	5/1/20	B	94,468	39	\$ 4,221
11370	15.046	Montgomery	Northwood High	Addition	6/1/20	B	153,824	40	\$ 13,841
11371	15.125	Montgomery	Charles W. Woodward (Tilden Middle) High	Renovation/Addition	6/1/20	B	71,349	41	\$ 26,908
11374	16.265	Prince George's	New Glenridge Area #2 Middle	New	7/1/19	A		3	\$ 41,827
11376	16.264	Prince George's	New Adelphi Area #1 Middle	New	7/1/21	C		5	\$ 41,827
11378	16.087	Prince George's	Suitland High	Replacement/Renovation	7/31/21	C	344,875	7	\$ 94,925
11379	16.266	Prince George's	International High School at Langley Park	New	2/28/20	C		8	\$ 6,890
11380	16.134	Prince George's	Cool Spring Elementary (for the Judy Hoyer Center)	Renovation/Addition	2/28/20	C	139,211	9	\$ 14,702
11381	16.267	Prince George's	New Cherokee Lane Elementary	Replacement	2/28/20	A	44,319	10	\$ 17,734
11287	30.159	Baltimore City	Maree Garnett Farring PK-8 #203	Renovation/Addition	12/1/18	A	46,025	4	\$ 10,287
				Total		49			
*Salmon indicates projects approved by the IAC in December 2018 for planning									
*Yellow indicates projects recommended for planning on May 2019									
*Orange indicates projects that are ready to move forward; however, including them will increase the Summary of Balances Due above the \$500 M Threshold									
*Green indicates a project that was recently determined to be eligible; however, again the approval will increase the Summary of Balances Due above the Threshold									

Item V. FY 2021 Cost per Square Foot for School Construction

Motion:

To adopt the FY 2021 Statewide per-square-foot school building costs of \$329 per sf for building only.

Background Information:

COMAR 23.03.02.06 F requires the Interagency Commission on School Construction (IAC) to establish the average Statewide per-square-foot school building cost that will apply to the capital improvement program by July of the calendar year in which applications are submitted. The calculation should be based on bids received for new school construction in the prior year and cost information derived from industry sources. The adopted figure may be adjusted by the IAC to reflect market conditions before approval of the final State CIP.

Based upon recent school construction bids and a review of the national building cost index, IAC staff recommends that the IAC increase the cost per sf figure to be used for the FY 2021 CIP to \$329 per sf for building only.

This is a 3.4% increase over the FY 2020 cost per sf figures for building only of \$318.

Item VI. Adopt Gross Area Baselines Used in Calculating State Construction Allocations

Motion:

To adopt the proposed Gross Area Baselines to replace the Maximum Gross Area Allowances used per COMAR 23.03.02.06 in calculating state construction allocations as presented; and to enable an IAC variance process by which the IAC may grant additional square footage allowances on a case-by-case basis upon an LEA's request and presentation of sufficient data supporting the need for additional square footage.

Background Information:

In House Bill 1783 (2018), the General Assembly mandated that a legislative Workgroup on Educational Development Specifications review during 2019 1) the state's Maximum Gross Area Allowances (MGAAs) used to determine state funding participation in approved school construction projects and 2) the Maryland State Department of Education's (MSDE) school-facility design standards and guidelines, among other items. MSDE's facilities guidelines, which are non-mandatory, are available in printed booklets arranged by the respective functional areas of a school facility.

IAC staff have received comments from LEA staff stating that the IAC's Area Allowances do not align with MSDE's space guidelines. In early 2018, IAC staff launched a side-by-side review of the Area Allowances and MSDE's facilities guidelines. IAC staff created detailed tallies at the elementary, middle and high school levels of all needed spaces and their sizes as recommended in MSDE's existing facilities guidelines. IAC staff also identified the schools built in Maryland since 1990 that were the most space-efficient on a gross square footage (GSF) per state-rated capacity (SRC) basis.

On May 1, 2018 by e-mail and on May 3, 2018 in a meeting with LEA facilities planners, IAC staff shared an initial working draft of proposed adjustments to the Allowances with LEAs for comments. The draft included a proposal to add a variance process by which the IAC may grant additional square footage allowances on a case-by-case basis upon an LEA's request and presentation of sufficient data supporting the additional need.

During the summer and fall, IAC staff consulted with MSDE's content and program-support offices to explore the space ramifications of current practices of the State and the LEAs. IAC staff received input from LEAs, external stakeholders and MSDE offices, and made substantial changes to the draft space tallies at all levels, which resulted in changes in the draft Allowances at all levels. In November 2018 and January 2019, the IAC staff released additional iterations of the draft Allowances to the LEAs for comment and feedback.

Because the greatest complexities and variations in program models and space utilization were raised at the middle-school level, IAC staff requested input from LEAs on their middle-school space needs. IAC staff also visited a recently constructed and particularly space-efficient middle school to analyze its spaces and how the school is using them to address the needs of a student population includes high percentages of English learners and students eligible for free/reduced-price meals.

Key Changes in the Allowances

- All levels: Additional square footage for collaboration spaces and additional resource and student-support spaces.
- ES: Additional square footage for dedicated science spaces.
- MS: Additional space for classrooms to support the scheduling and movement of students in groups to a greater extent than is undertaken at the high-school level. Additional square footage for auxiliary gymnasiums at some enrollment levels; additional square footage for bleachers in regular gymnasiums.
- HS: Additional square footage for CTE spaces to address the expansion of CTE programs; additional square footage for auxiliary gymnasiums at some enrollment levels; additional square footage for bleachers in regular gymnasiums.

IAC staff subsequently adjusted the draft Allowances for middle schools to support current practice in delivering state-required educational programs and services. On April 10, IAC staff presented the final proposed Allowances to the Workgroup on Educational Specifications and took feedback on them. The Workgroup achieved consensus around two recommendations:

1) [that the] IAC adopt the revised MGAAs proposed by IAC staff and consider converting MGAAs into Gross Area_Baselines (GABs) that describe the default outer boundaries of size in which the state will participate while allowing the IAC to grant variances on a case by case basis as appropriate; and

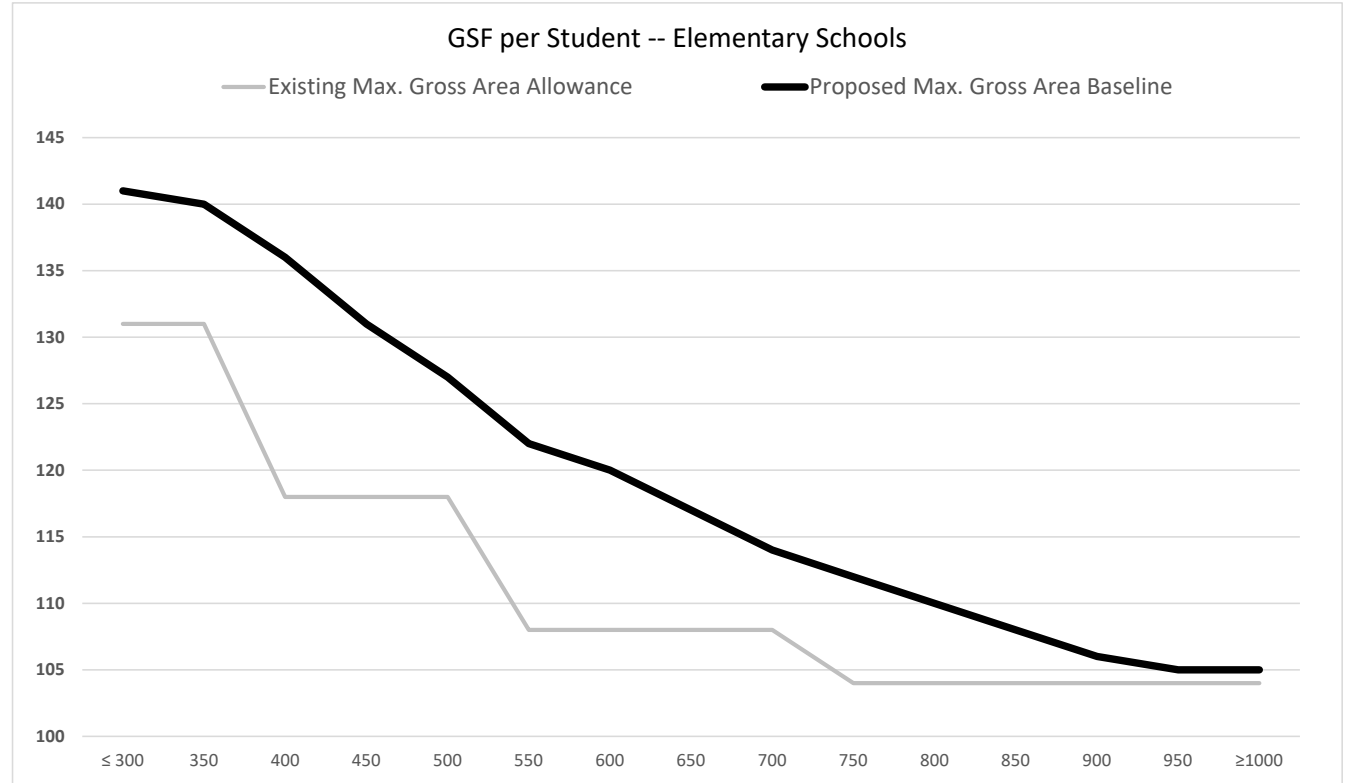
2) [that the] IAC will continue to review and adjust the MGAAs (or GABs, if adopted) as it deems necessary and at least every 2 years.

[The current Maximum Gross Area Allowances as listed in IAC Administrative Procedure Guide Appendix 102B are attached for your information.]

Proposed Gross Area Baselines

Version 5/2/2019

ELEMENTARY SCHOOLS			
Projected Capacity of Students*	GSF/Stu.		Total GSF
	Existing Max. Gross Area Allowance	Proposed Max. Gross Area Baseline	
≤ 300	131	141	
350	131	140	49,000
400	118	136	54,400
450	118	131	58,950
500	118	127	63,500
550	108	122	67,100
600	108	120	72,000
650	108	117	76,050
700	108	114	79,800
750	104	112	84,000
800	104	110	88,000
850	104	108	91,800
900	104	106	95,400
950	104	105	99,750
≥1000	104	105	



*Special-education students in MSDE LRE categories C, S, and W are counted separately and assigned 180 GSF each instead of the baseline GSF per student.

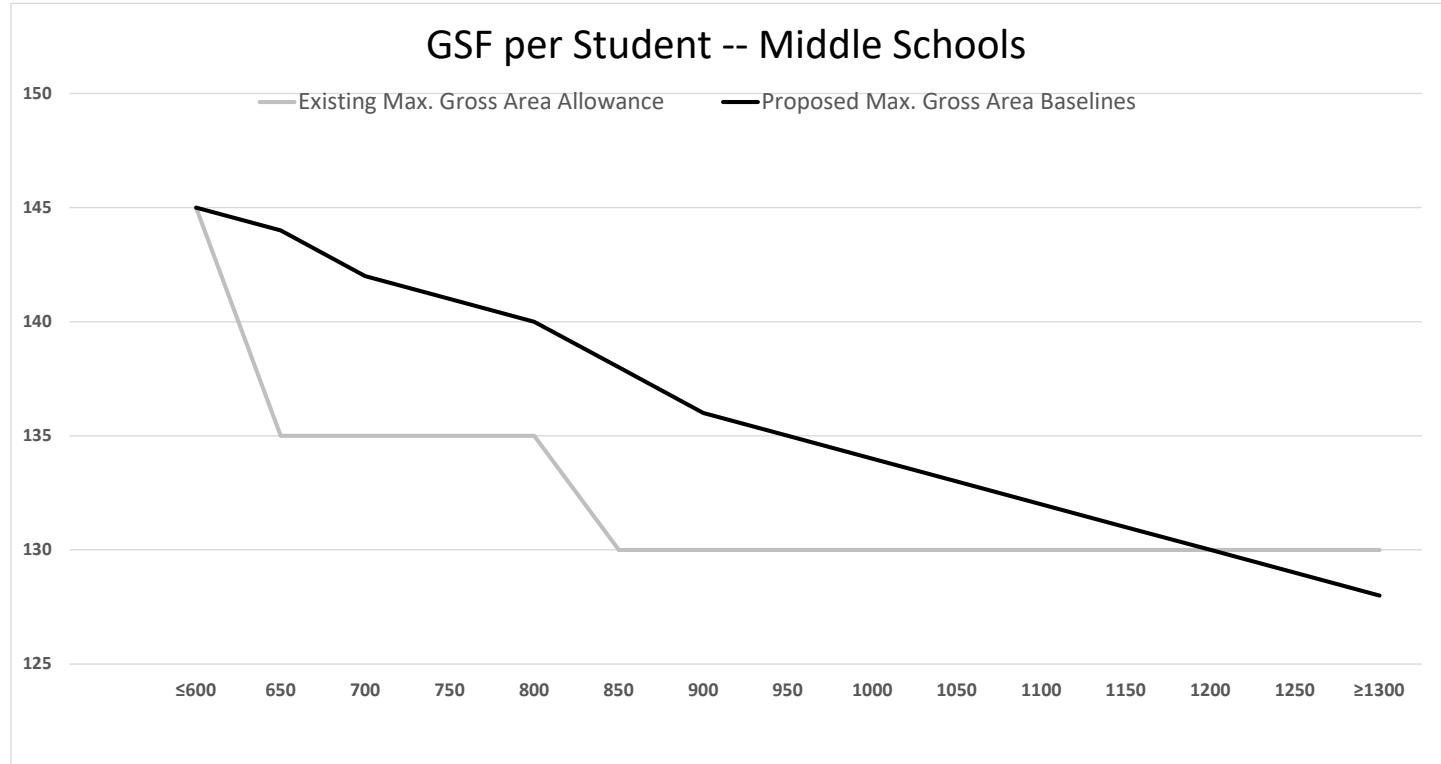
These total GSF baselines are for determining state funding participation. They are intended to support all of the spaces required to deliver the educational programs required by the State of Maryland and to encourage multiple uses of spaces and other utilization-maximizing strategies that can reduce facility size and therefore the long-term costs of ownership. An LEA may challenge these state funding participation baselines for a given project on a case-by-case basis through an application for consideration by the IAC for a variance. As part of such an application, the LEA shall provide information sufficient that the IAC staff can analyze the proposed spaces and uses on a program-by-program basis.

Proposed Gross Area Baselines

Version 5/2/2019

MIDDLE SCHOOLS			
	GSF/Stu		Total GSF
Projected Capacity of Students*	Existing Max. Gross Area Allowance	Proposed Max. Gross Area Baselines	
	≤600	145	145
650	135	144	93,600
700	135	142	99,400
750	135	141	105,750
800	135	140	112,000
850	130	138	117,300
900	130	136	122,400
950	130	135	128,250
1000	130	134	134,000
1050	130	133	139,650
1100	130	132	145,200
1150	130	131	150,650
1200	130	130	156,000
1250	130	129	161,250
≥1300	130	128	

*Special-education students in MSDE LRE categories C, S, and W are counted separately and assigned 180 GSF each instead of the baseline GSF per student.

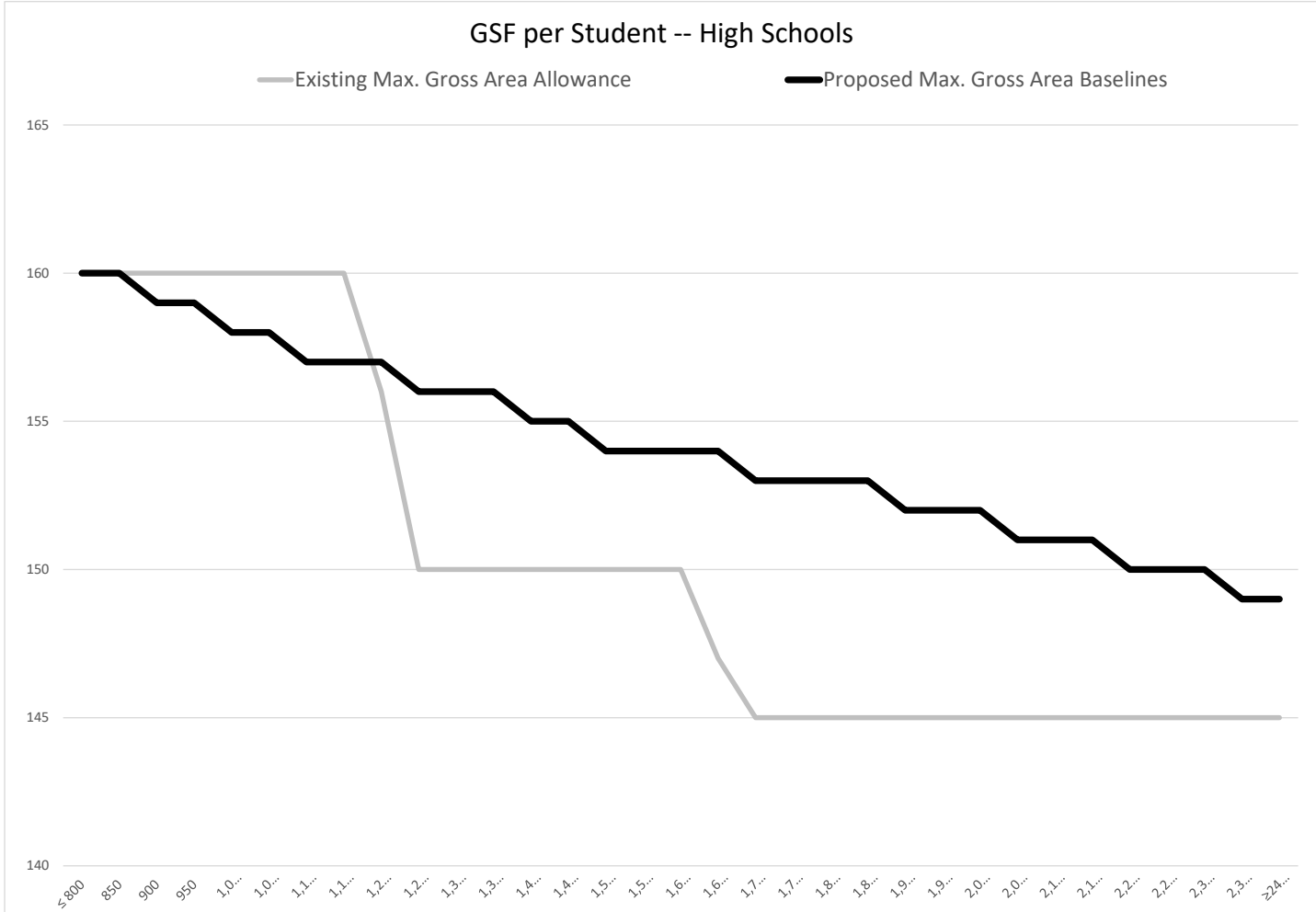


These total GSF baselines are for determining state funding participation. They are intended to support all of the spaces required to deliver the educational programs required by the State of Maryland and to encourage multiple uses of spaces and other utilization-maximizing strategies that can reduce facility size and therefore the long-term costs of ownership. An LEA may challenge these state funding participation baselines for a given project on a case-by-case basis through an application for consideration by the IAC for a variance. As part of such an application, the LEA shall provide information sufficient that the IAC staff can analyze the proposed spaces and uses on a program-by-program basis.

Proposed Gross Area Baselines

Version 5/2/2019

HIGH SCHOOLS			
Projected Capacity of Students* **	GSF/Stu.		Total GSF
	Existing Max. Gross Area Allowance	Proposed Max. Gross Area Baselines	
≤ 800	160	160	
850	160	160	136,000
900	160	159	143,100
950	160	159	151,050
1,000	160	158	158,000
1,050	160	158	165,900
1,100	160	157	172,700
1,150	160	157	180,550
1,200	156	157	188,400
1,250	150	156	195,000
1,300	150	156	202,800
1,350	150	156	210,600
1,400	150	155	217,000
1,450	150	155	224,750
1,500	150	154	231,000
1,550	150	154	238,700
1,600	150	154	246,400
1,650	147	154	254,100
1,700	145	153	260,100
1,750	145	153	267,750
1,800	145	153	275,400
1,850	145	153	283,050
1,900	145	152	288,800
1,950	145	152	296,400
2,000	145	152	304,000
2,050	145	151	309,550
2,100	145	151	317,100
2,150	145	151	324,650
2,200	145	150	330,000
2,250	145	150	337,500
2,300	145	150	345,000
2,350	145	149	350,150
≥2400	145	149	



These total GSF baselines are for determining state funding participation. They are intended to support all of the spaces required to deliver the educational programs required by the State of Maryland and to encourage multiple uses of spaces and other utilization-maximizing strategies that can reduce facility size and therefore the long-term costs of ownership. An LEA may challenge these state funding participation baselines for a given project on a case-by-case basis through an application for consideration by the IAC for a variance. As part of such an application, the LEA shall provide information sufficient that the IAC staff can analyze the proposed spaces and uses on a program-by-program basis.

*Special-education students in MSDE LRE categories C, S, and W are counted separately and assigned 200 GSF each instead of the baseline GSF per student.

**Students in career-technology education (CTE) programs are counted separately and assigned 210 GSF each instead of the baseline GSF per student.

APPENDIX 102 B – STATE-FUNDED MAXIMUM GROSS AREA ALLOWANCE

A. Reference

1. Code of Maryland Regulation 23.03.02.06

B. Maximum Allowance in Gross Square Feet (GSF) per Pupil or Rate

1. Elementary Schools – Prekindergarten through grade 6, or as defined by LEA

a. General Education	<u>Population</u>	<u>GSF</u>
	Up to 350	131
	351 to 399	47,080
	400 to 500	118
	501 to 549	59,290
	550 to 720	108
	721 to 749	77,900
	750 and up	104

b. Special Education *	per pupil	180
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2. Middle Schools – Grade 6 through grade 8, or as defined by LEA

a. General Education	<u>Population</u>	<u>GSF</u>
	Up to 600	145
	601 to 649	87,615
	650 to 800	135
	801 to 849	110,370
	850 and up	130

b. Special Education*	per pupil	180
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3. High Schools – Grade 9 through grade 12, or as defined by LEA

a. General Education	<u>Population</u>	<u>GSF</u>
	Up to 650	170
	651 to 700	111,840
	700 to 1,150	160
	1,151 to 1,249	187,350
	1,250 to 1,600	150
	1,601 to 1,670	242,150
	1,671 and up	145

b. Special Education*	per pupil	200
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c. Career and Technology **	per pupil	210
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For the purpose of determining State-funded Maximum Area Allowance:

* "Special Education" means the existing number of students (rounded up or down to even 10s) receiving special education and related services in a comprehensive school and outside the general education classroom more than 60% of the school day as reported annually to MSDE. Enrollments from 1 - 9 will be counted as 10 students.

** "Career and Technology" means the projected number of CTE teaching stations necessary to support the projected enrollments and programs approved by MSDE multiplied by 20.

4. Special Categories:

**APPROVED BY IAC
SEPTEMBER 22, 2011**

- a. Alternative Education – separate school. The maximum gross area allowance will be determined by program offerings, with an allowance for administration, support, circulation, mechanical system, etc. The allowance shall not exceed 225 gross square feet per full time equivalent student.
- b. Auditorium – An auditorium may be designed within the maximum gross area allowance. No additional area allowance will be made to increase the maximum square footage or State funding for an auditorium.
- c. Auditorium Addition – constructed as a separate project. The maximum gross area allowance will be determined on a case by case basis.
- d. Career and Technology Education – separate school. The maximum gross area allowance will be determined by program offerings, with an allowance for administration, support, circulation, mechanical system, etc. The allowance shall not exceed 240 gross square feet per full time equivalent student.
- e. Cooperative Use Space - The maximum gross area allowance will be determined by program offerings with an allowance for support space. Cooperative use space is above and beyond the size of school function areas typically provided by the LEA. The allowance shall not exceed 3,000 gross square feet.
- f. Fine Arts High School – The maximum gross area allowance will be determined by program offerings, with an allowance for administration, support, circulation, mechanical system, etc. The allowance shall not exceed 300 gross square feet per full time equivalent student.
- g. Gymnasium – constructed as a separate project.
 - i. Elementary - The maximum gross area allowance will be determined by program offerings with an allowance for storage, toilet, mechanical system, circulation, and other support spaces. The maximum shall not exceed 6,500 gross square feet per gymnasium designed for one teacher and one class and 11,000 gross square feet per gymnasium designed for simultaneous use by two teachers and two classes.
 - ii. Secondary - The maximum gross area allowance will be determined on a case by case basis.
- h. High School Science – constructed as a separate project. The maximum gross area allowance shall be determined by program offerings with an allowance for preparation, storage, mechanical system, circulation, and other support spaces. The allowance shall not exceed 2,200 gross square feet per classroom/laboratory.
- i. Kindergarten and prekindergarten – constructed as a separate project. The maximum gross area allowance shall be determined by program offerings with an allowance for lecture, laboratory, preparation, storage, mechanical system, circulation, and other support spaces. The allowance shall not exceed 1,800 gross square feet per classroom.
- j. Special Education – public separate day school. The maximum gross area allowance will be determined by program offerings, with an allowance for administration, support, circulation, mechanical system, etc. The allowance shall not exceed 300 gross square feet per full time equivalent student.
- k. Swimming Pool – A swimming pool may be designed within the maximum gross area allowance. No additional area allowance will be made to increase the maximum square footage or State funding for a swimming pool.

Item VII. Adopt IAC Facilities Planning Guide

Motion:

To adopt the IAC Facilities Planning Guide as presented and to undertake revisions and updates to the Guide over time as the IAC deems advisable.

Background Information:

The Facilities Planning Guide (FPG) serves as an introductory resource for LEA staff and members of school communities involved in the planning and design of K–12 school facilities.

For more than two decades, MSDE’s School Facilities Branch (SFB) has published Facilities Guidelines for use by LEAs in planning their school facilities. These non-mandatory Guidelines, which are compilations of recommendations about design, materials, and functionality of spaces, have been spread across a number of printed booklets arranged by the respective functional areas of a school facility. The IAC has published an Administrative Procedures Guide (APG) that describes the procedures, rules, regulations, and options applicable to the many activities related to planning for and designing school facilities and applying for state approvals and/or state funding. These publications amount to hundreds of pages that can be dense and technical for the layperson.

To create an efficient starting point for individuals looking to understand at a general level the process for developing a new school facility, the IAC staff have compiled a 60-page Facilities Planning Guide that provides an overview of the main considerations involved in planning and designing a school facility; provides some practices that support effective school facilities; and describes selected processes relating to obtaining state approvals and funding for a facility project. The Guide also refers to other documents and resources that can assist those planning and designing a school facility. The Guide is and will remain a dynamic document that the IAC updates from time to time in order to properly guide planning and design efforts as practices in the field evolve.

FACILITIES PLANNING GUIDE

For Maryland Public Schools



Maryland Interagency Commission on School Construction

May 9, 2019

The most recent versions of IAC documents, procedures, standards, and contact information are available at <http://iac.maryland.gov/>.

ACKNOWLEDGMENTS

Special acknowledgment is given to the 21st Century Schools Commission of the General Assembly of Maryland and the staff of the Interagency Commission on School Construction, who collectively dedicated more than two years to developing the program revisions that this *Planning Guide* accompanies. Additional deep thanks is given to the staff members of the local education agencies (LEAs) who gave their scarce time to provide input into and feedback on the content of this *Guide*.

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I. The Maryland Educational Facilities Sufficiency Standards

Maryland state law gives the State Superintendent of Education the authority to approve or disapprove any plan or specification for the construction or renovation of—or addition to—a school building when the project will cost more than \$350,000.¹ Maryland state law also gives to the Interagency Commission on School Construction (IAC) the authority to adopt regulations containing requirements for the approval of sites, plans, and specifications for school-building capital projects.²

To assist local education agencies (LEAs) as they seek approvals for capital projects, the IAC adopted in 2018 the *Maryland Public School Educational Facilities Sufficiency Standards*. The *Educational Facilities Sufficiency Standards* establish **minimum** levels for the physical condition, capacity, and educational suitability of public school facilities. The scope of these standards is limited to space and attributes needed to support the educational programs and curricula required by the Maryland State Board of Education in a manner that is sustainable within the operational budgets of the school systems for staffing, maintenance, and full utilization of the facilities. The *Educational Facilities Sufficiency Standards* are dynamic; the IAC shall periodically review them and recommend changes to them as time and circumstances require.

II. The Purpose of This Guide

The *Facilities Planning Guide* provides information intended to assist local education agencies (LEAs) in the acquisition of school sites and the planning and design of new schools, additions, and renovations in alignment with the *Educational Facilities Sufficiency Standards*. This *Guide* presents 1) the *Educational Facilities Sufficiency Standards* and 2) supportive practices and other guidelines to help inform LEAs as they plan their school facilities.

The IAC intends this *Facilities Planning Guide* to be a reference tool that complements and supports the *Educational Facilities Sufficiency Standards*. The *Facilities Planning Guide* does not supersede or increase the state's adopted *Educational Facilities Sufficiency Standards*. If there appears to be a conflict between the *Educational Facilities Sufficiency Standards* and the *Facilities Planning Guide* during the appraisal for sufficiency of an existing facility, the *Educational Facilities Sufficiency Standards* shall control.

By design, the *Guide* remains a dynamic document that the IAC intends to review periodically and modify to adapt to changes in Maryland's educational programs and facilities requirements. As the IAC develops or amends related policies, it will update this *Guide*.

¹ Md. Educ. Code Ann. § 2-303(f); 13A COMAR 01.02.03.

² Md. Educ. Code Ann. § 5-303(d).

III. Selected Definitions

- A. "Building efficiency" means the ratio of net square footage to gross square footage.
- B. "Campus" means the facility and the site on which it is located.
- C. "Construction" means the process of building, altering, repairing, improving, or demolishing any structure, building, or other improvement to real property. "Construction" includes any major work necessary to repair, replace, prevent damage to, or sustain existing components of an improvement to real property. "Construction" does not include 1) the maintenance or routine operation of an existing improvement to real property or 2) activities related to an energy performance contract.
- D. "Cooperative-use space" means space within a school facility that is utilized to serve school children and/or the general community in order to support LEA and/or community initiatives and is in addition to space primarily designed for educational functions.
- E. "Facility" means the building or buildings located on a single site.
- F. "Gross Square Footage (GSF)" means the sum of the Net Square Footage (assignable space) and the Tare, which includes all building areas as measured to the outside of the exterior walls but does not include non-assignable penthouse spaces covered by a roof.
- G. "Locally funded project" means a school construction project that the owner has designed, built, or occupied prior to State approval of planning.
- H. "Maintenance" means routine, preventative, or corrective activities that are performed to a facility to 1) continue operations or upkeep; 2) prevent deterioration; or 3) correct a deficiency.
- I. "Net square footage (NSF)" means the interior usable spaces of a building that are required to meet general or specific programmatic needs.
- J. "Nominal utilization" means the total number of students enrolled in a school divided by the facility's state rated capacity (SRC) or state facility capacity (SFC) when an SFC is available for that facility.
- K. "Projected Enrollment" means the total number of students that an LEA estimates will attend a school in the seventh year from the year of project funding request.
- L. "Renovation" means a major construction project to upgrade an existing building and site, or a portion of a building and site, to achieve the current educational, building performance, and aesthetic qualities of a new school.
- M. "Site" means the bounded area of land underneath and surrounding a facility.

- N. "Space Utilization" means the percentage of normal operating hours during which an assignable space in a facility is occupied by the full number of users for which it is designed. When aggregated, the utilization for all assignable spaces in a facility can produce an overall space-utilization rate for the facility.
- O. "State facility capacity (SFC)" means the number of students that the IAC or its designee determines that an individual facility has the physical capacity to enroll based upon an analysis of programming and space utilization.
- P. "State rated capacity (SRC)" means the number of students that the IAC or its designee determines that an individual facility has the physical capacity to enroll based upon a calculation using standardized class sizes published by the IAC.
- Q. "Tare" is the non-assignable spaces within the building, including the circulation areas such as corridors, stairways, and elevators; restrooms (except for specialized restrooms such as in a kindergarten classroom); mechanical rooms (except for those in non-assignable penthouse spaces covered by a roof, which are not counted in gross square footage); electrical rooms; and the thicknesses of the walls and other partitions.
- R. "Total Cost of Ownership" means the costs of constructing the facility (including the maximum allowable construction costs (MACC) and soft costs but excluding land-acquisition costs and costs outside the property lines) plus the costs of operating and maintaining the facility over 30 years and the costs of renewing building systems and components over 30 years.

IV. Selected Policies and Procedures

A. School Classifications

Although school grade-level configurations may vary from LEA to LEA and within a given LEA, the Sufficiency Standards and this Guide are based on the following grade-level configurations:

1. Elementary school (PK–5 or any subset thereof)
2. Middle school (6–8)
3. High school (9–12)
4. Combination school (a combination of any grade levels)
5. Other school (includes early-childhood-education centers, special-education centers, career-technology centers, alternative-education schools)

B. Space Allocation

1. **Gross Area Baselines (GABs) in gross square feet (GSF) and GSF per pupil.** The IAC has established Gross Area Baselines for determining state funding participation in facilities based on the type of school and number of students that the school is designed to serve. See Appendix C. The Baselines describe the default outer boundaries of size in which the state will participate while allowing the IAC to grant variances on a case by case basis as appropriate. Working within the total GSF allotted for the projected number of students to be served, an LEA should size individual spaces within the facility to accommodate the intended programs and to meet the required building efficiency and utilization ratios.

Exceeding the GABs. If the square footage for a planned facility exceeds the GABs, the school district may wholly fund the excess area through a locally-funded initiative in addition to contributing the required local share to the project. As in the case of all projects reviewed by the IAC, the IAC will request both an estimate of the total costs of ownership (TCO) as well as space-utilization analyses to assist the IAC in working with the LEA to optimize the design of the facility.

Exception: Certain oversized *existing* spaces may cause a given facility to exceed the allowable total GSF calculated using Appendix C. If the excess existing space cannot economically be subdivided or converted for other required purposes to meet sufficiency while remaining functional, then the excess amount of such space shall be individually identified, quantified separately, and excluded from the total GSF calculation for the entire school.

2. **Space Utilization.** Space utilization is the percentage of normal operating hours during which an assignable space in a facility is occupied by the full number of users for which it is designed. The inputs needed for the analysis are a listing of the assignable spaces and, for each space, a schedule of its uses and the number of users. Due to scheduling inefficiencies, the utilization of school facilities is normally less than 100%. An appropriate total **space-utilization ratio** is 80%

or greater for middle and high schools and 95% or greater for elementary schools. The GABs in Appendix C assume a high utilization ratio for the facility.

3. **Building-Efficiency Ratio.** Building efficiencies for school buildings vary depending on the specific building design and variables such as school level, number of students, climate, and programmatic requirements. If you know the NSF, you can estimate the GSF by either of the following two methods:

- a) Dividing the NSF by the target building efficiency

Sample calculation: An example for a facility with 70,000 NSF of programmable area is as follows:

GSF = NSF divided by 70%:

Divide 70,000 NSF by 70% = 100,000 GSF

Tare: 100,000 – 70,000 = 30,000 sf

- b) Multiplying NSF by target efficiency factor

Efficiency factor examples:

75% efficiency = 1.33 70% efficiency = 1.43 65% efficiency = 1.54

Sample calculation: An example for a facility with 70,000 NSF of programmable area is as follows:

GSF = NSF multiplied by efficiency factor

Multiply 70,000 NSF by 1.428 = 100,000 GSF (nearest 1,000)

Tare: 100,000 – 70,000 = 30,000 sf

- c) Tare: The IAC maintains a target maximum tare percentage of 30% for state-funded projects. The GABs are calculated based on a target maximum tare of 30% of gross square footage.
4. **Cooperative Use.** A school facility is a major public asset to a community and can help to meet various community needs. As resources such as water and energy become more expensive, maximizing the utility of a school facility—and therefore the return on the community’s capital investment in that facility—becomes even more important. One way to increase the utility of a school facility is to design it to support both the educational programs it houses and other community activities. Cooperative-use space is in addition to space primarily designed for educational functions. Examples of such activities include the delivery of health services through a school-based health center and the provision of before- or after-care services for students. The IAC encourages school districts to fully examine opportunities for developing the shared use of public-school facilities when such use is appropriate and will result in mutual benefit to the educational program and to the community and the costs of operating and maintaining the space are appropriately apportioned. Up to 3,000 gross square feet of cooperative-use space in a school facility can be eligible for State funding participation.

C. Ineligible Expenditures

See Appendix B for a list of the facilities-related expenditures that are ineligible for state funding.

D. Process for Submitting Planning and Design Documents to the IAC

The IAC staff (which includes MSDE architects and DGS architects and engineers) reviews programs and plans for all new facilities and renovation projects whether systemic or whole-school. Please contact MSDE's School Facilities Branch and DGS's Public Schools/Community Colleges team for detailed submission requirements.

The IAC plan reviewer subsequently sends written notification listing the results of each review to the LEA, the LEA's design professional, and the IAC regional project manager responsible for that LEA. If the IAC plan-review process results in the identification of design components that do not meet the *Sufficiency Standards*, the LEA and design professional must respond promptly with corrections or further clarifications. These should be addressed directly to the IAC plan reviewer.

In the event that the corrections or clarifications have not, in the judgment of the IAC plan reviewer, resulted in conformance with the *Educational Facilities Sufficiency Standards* described in the *Guide*, the LEA may either accept the decision or appeal it using the appeals process described in section 701 of the IAC Administrative Procedures Guide.

1. Educational Specifications

Educational specifications (ed specs) are a tool used to communicate educators' requirements to facility designers. Ed specs are required for all new construction, renovation, limited renovation, and addition projects affecting schools. Space allocations for a new project are initially developed during the production of ed specs. This *Guide* is a resource that will assist the planner and the LEA in determining the total size of the project and individual space needs. Information about ed specs and related State requirements is available in Section 202 of the IAC Administrative Procedures Guide at <http://iac.maryland.gov/APG/revisedapgindex.cfm>.

Along with ed specs, the IAC requests that LEAs use and submit to the IAC the following tools:

a. The IAC's *Ed Specs Total Cost of Ownership Estimator*, which estimates the total cost of ownership over 30 years by applying industry standards for maintenance and operations as well as capital maintenance on an annual basis to the initial cost of construction. This tool helps LEAs estimate the future costs associated with a given project scope and shows that, in general, the 30-year costs are greater than the initial cost of construction even when not adjusted for inflation.

b. The IAC's Space-Utilization Calculators, which help LEAs calculate and project the percentage of normal operating hours during assignable spaces in a facility will be occupied by the full number of users for which they are designed. Use of this tool can help LEAs identify opportunities to trim facility size and associated costs through more efficient uses of spaces within the facility.

2. Feasibility Studies

Once an LEA has identified the programmatic requirements for a facility through ed specs, an LEA often will conduct a feasibility study to consider how various potential project solutions might meet the programmatic requirements and the pros and cons of each. A feasibility study also helps determine the practicality and likelihood that a certain site will meet given criteria. The options must evaluate how well the existing building(s) and each renovation and replacement option will accommodate the educational program.

The Maryland Interagency Commission on School Construction requires that a feasibility study be performed to justify the abandonment of an existing facility or the demolition of more than 50% of the gross square footage of an existing facility.

The study shall include one or more renovation options without major educational program deficiencies and a replacement option. Each scheme is required to have:

- floor plans at schematic design level;
- a space summary comparison of each space;
- a list of educational program deficiencies categorized as major or minor;
- a 40-year life-cycle cost analysis of all building systems and construction; and
- a cost estimate of construction, demolition, temporary housing (swing space), student transportation if required, interest on bond debt, maintenance costs, and energy costs.

Soft costs such as design fees, phasing costs, permitting fees, bonds, overhead and profit may also be provided in a separate section of the cost estimate.

V. Supportive Practices in Planning

As used in this Guide, a “supportive practice” is a technique, process, activity, or consideration that typically proves to be effective in meeting or exceeding sufficiency. These techniques and processes have been tested in past school designs and construction projects and can usually be adapted for use on new projects. The supportive practices included in the *Guide* should provide for increased efficiency in the programming and design processes and reduce the chance for errors in meeting the owner’s needs. The supportive practices in this document are divided into those that are general in nature and others that are specific to each building-area category. An example of a specific supportive practice would be including two separated road access points in a school’s site design as part of meeting the sufficiency standard of “[a] school site [that is] configured for safe and controlled ingress and egress.”

A. Function of a School Facility

The primary purpose and function of a public school facility in Maryland is to provide a physical environment that facilitates student learning and the delivery of educational programs that meet the state’s educational requirements. The state supports this purpose and function through contributions to local school-construction projects. Any additional functions—such as serving as a shelter in case of natural disaster or other emergency—are secondary to the educational functions of the school facility.

A facility’s physical characteristics should reinforce and support the implementation of the educational requirements set by statute as well as those adopted by the LEA. These characteristics include site development, arrangement of spaces, occupant circulation, lighting, temperature comfort such as individual room controls, adequate air changes, storage, security, safety, and noise control. Functional school buildings are a product of an educational planning process that leads to a design that organizes all activity and space around students and teachers and the desired educational outcomes.

The design of facilities should be a collaborative process developed by staff, students, and community members with a clear vision of both the learning methods and the human roles that the spaces in the school will serve. Good design for any school building pays attention to vision, educational standards, and performance criteria, and supports the activities that translate those standards into learning, the spaces needed, and the relationship between those spaces and the persons who use them.

MSDE’s content standards, benchmarks, and performance standards indicate the learning outcomes to be achieved by all students. In doing so, the educational standards describe the educational requirements for public schools in Maryland that each public school facility therefore must support. The standards provide guidance to the work of MSDE, local school boards and administrators, and local school personnel.

B. Long-Term Operations, Maintenance, and Sustainability

Sustainable design, construction and operation of K-12 educational facilities are highly valued. The ASHRAE definition of Sustainability is “providing for the needs of the present without detracting from the ability to fulfill the needs of the future”. The fruit of a good sustainable design is protection of taxpayer investment, lesser operational costs, and more funding available for the classroom.

Maintainability is a major consideration through the entire building life-cycle, such as how often maintenance is required, location/accessibility to equipment, unintended consequences of one system upon another (such as roof top equipment and roof damage), ease of custodial upkeep and safety of chemicals used for custodial purposes, and so on.

Durable construction materials and efficient systems typically reduce long-term operational and maintenance costs. The significant public investment in school facilities requires solutions that consider the continued costs and responsibilities of long-term building ownership. The design must facilitate the ability of school support staff to sustain the efficient operation and maintenance of the building after occupancy.

Sustainability also pertains to the facility location. Consider water availability, snow accumulation, freeze-thaw, drainage patterns, wind loads, expansive/collapsible soil, transportation availability and cost, future traffic, and future neighborhood development in the design solutions.

Air infiltration shall be maintained in compliance with ASHRAE Standard 62.1. All reasonable measures will be taken to minimize undesirable air infiltration for purposes of energy management, maintenance, and building occupant health. These measures should include vapor barriers, foam sealing of building penetrations, continuous air infiltration retarder, airtight seals of window and doors, double-door vestibule ingress and egress, and any other applicable measures. Tracer gas and/or pressure testing may be used as a performance measure, per ASTM E779.

C. Energy Management

The volatility of energy supply markets presents a difficult challenge in predicting long-range utility costs for schools. School buildings must be designed to optimize energy use and minimize utility costs.

All school building construction or renovation projects should make use of the best available technologies that minimize energy use and life costs within the budgets of individual projects. Special consideration shall be given to the building envelope, where actual performance for building systems and components installed in the structure must meet or exceed applicable standards and code requirements that are verifiable upon installation.

D. Total Cost of Ownership

An emphasis on the total cost of ownership—rather than only the first cost to construct a facility—is essential to creating an educationally sufficient and fiscally sustainable portfolio of schools. The costs of ownership of a facility fall into three main categories: 1) the costs of constructing the facility; 2) the

costs of operating and maintaining the facility; and 3) the costs of renewing the facility and its major components when they reach the end of their service lives. Because the bulk of these three types of costs fall on the LEA, each LEA must devote considerable care to evaluating the costs in each of the three categories prior to constructing a facility. LEAs' capital and operating budgets each have limits. When constructing a facility, the LEA should consider the effects that design and construction decisions may have on the costs in each of the three categories.

Maryland law requires that a district school board "obtain [from the Department of General Services (DGS)] a projection of life-cycle costs and an energy consumption analysis for any new construction or modernization project to which the State contributes funding.³ "Life-cycle costs" means the sum of the following costs of a building:⁴

- (1) The cost of initial construction;
- (2) The cost of all energy conservation measures;
- (3) The cost of operation and maintenance, including labor and materials, for the life of the building;
- (4) The cost, over the life of the building, of the fuel used by:
 - (i) the equipment that controls or provides the humidity, lighting, power, temperature, and ventilation of the building; and
 - (ii) other energy-using equipment in the building; and
- (5) The other costs incident to owning the building.

Information about criteria to be used in these analyses is provided in Appendix G of the IAC Administrative Procedures Guide, DGS's *Procedures for the Implementation of Life-Cycle Cost Analysis and Energy Conservation*, and DGS's *Procedure Manual for Professional Services*. In addition, the IAC offers tools that can help LEAs estimate the total cost of ownership of a proposed facility design.

In construction, rapid cost escalation can jeopardize the timely execution of even modest building projects. The designer must clearly inform the public owner regarding any new factor significantly affecting the project budget as the design develops. Long-term operational cost savings appear to be a benefit related to simpler and more efficient designs. When more costly solutions are needed to achieve desired functional or long-term operational benefits, the designer should weigh the pros and cons with the owner prior to proceeding. The IAC encourages innovative and cost-effective design that is appropriate to the facility's location.

³ Md. Code Ann., State Finance & Proc. Art., § 4-803.

⁴ Md. Code Ann., State Finance & Proc. Art., § 4-801(f).

VI. General Requirements for School Facilities

The Facilities Sufficiency Standards are not intended to supersede or support any noncompliance with applicable building and fire codes or any other code, regulation, law, or standard that has been adopted by any Maryland state agency. Applicable codes and standards can be found on the website of the Building Codes Administration within the Maryland Department of Labor, Licensing, and Regulation (DLLR) at <http://www.dllr.maryland.gov/labor/build/>.

The following specific requirements apply to all public school facilities in Maryland:

A. Building Condition

A school facility must be safe (*COMAR 13A.01.04.03*) and capable of being maintained.

1. Structural. A school facility must be structurally sound. A school facility shall be considered structurally sound if the building presents no imminent danger or major visible signs of decay or distress.
2. Exterior envelope. An exterior envelope is safe and capable of being maintained if:
 - i. Walls and roof are weather tight under normal conditions with routine upkeep;
 - ii. Doors and windows are weather tight under normal conditions with routine upkeep; and
 - iii. The building structural systems support the loads imposed on them.
3. Interior surfaces. An interior surface is safe and capable of being maintained if it is:
 - i. Structurally sound;
 - ii. Capable of supporting a finish when designed to carry a finish; and
 - iii. Capable of continuing in its intended use with normal maintenance and repair.
4. Interior finishes. An interior finish is safe and capable of being maintained if it is:
 - i. Free of exposed lead paint;
 - ii. Free of friable asbestos; and
 - iii. Capable of continuing in its intended use with normal maintenance and repair.

B. Building Systems

Building systems in a school facility must be in working order and capable of being properly maintained. Building systems include roof, plumbing, telephone, electrical, and heating and cooling systems, as well as fire alarm, 2-way internal and external communication, technological infrastructure, and security systems.

1. **General.** A building system shall be considered to be in working order and capable of being maintained if all of the following apply:
 - a. The system is capable of being operated as intended and maintained.
 - b. Newly manufactured or cost-effective refurbished replacement parts are available.
 - c. The system is capable of supporting the standards established in this rule, including those pertaining to temperature, humidity, and indoor-air quality.
 - d. Components of the system present no imminent danger of personal injury.
2. **Plumbing fixtures.** Fixtures shall include, but are not limited to, water closets, urinals, lavatories, and drinking fountains. In all new construction, restrooms shall be available so students will not have to exit the building. In existing facilities, restrooms shall be available for general classrooms for grades 3 and below and special needs classrooms without having to exit the building, wherever possible within reasonable cost constraints.
3. **Fire alarm and emergency notification system.** A school facility shall have a fire alarm and emergency notification system as required by applicable State fire codes and emergency procedures.
4. **Two-way communication system.** A school facility shall have a two-way internal communication system between a central location and each classroom, isolated office space, library media center, physical education space, cafeteria, and other regularly-used spaces.

C. Building Performance

Title 5, section 312 of the Education Article of the Maryland Code Annotated states that “a new school that receives State public school construction funds shall be constructed to be a high performance building” unless specifically granted a waiver by the IAC. See also COMAR § 23.03.02 and IAC Administrative Procedures Guide § 105. For the purposes of this statute, “high performance building” is defined as a building that

- 1) Meets or exceeds the current version of the U.S. Green Building Council's LEED (Leadership in Energy and Environmental Design) Green Building Rating System Silver rating;
- 2) Achieves at least a comparable numeric rating according to a nationally recognized, accepted, and appropriate numeric sustainable development rating system, guideline,

or standard approved by the Secretaries of Budget and Management and General Services; or

- 3) Complies with a nationally recognized and accepted green building code, guideline, or standard reviewed and recommended by the Maryland Green Building Council and approved by the Secretaries of Budget and Management and General Services.

VII. Sufficiency Standards and Supportive Practices by Facility Area

In each subsection below, there are two parts. The first part of each subsection is labeled “Sufficiency Standards” and contains the excerpted *Sufficiency Standards* text pertaining specifically to the subsection. The second part—entitled “Supportive Practices”—provides supplemental information to be considered in planning for new school construction and renovation projects. See the definition of Supportive Practices in Section V above.

A. School Site

Sufficiency Standards—Site

A school site shall be of sufficient size to accommodate safe access, parking, drainage, and security (COMAR 13A.01.04.03). Additionally, the site shall be provided with an adequate source of water and appropriate means of effluent disposal.

- 1) Safe access. A school site shall be configured for safe and controlled access that separates pedestrian from vehicular traffic. If buses are used to transport students, then bus loading/unloading areas shall be separated from vehicular-traffic areas wherever possible. Dedicated student drop-off and pickup areas shall be provided for safe use by student passengers arriving or departing by automobile.
- 2) Parking. A school site shall include a maintainable surfaced area that is stable, firm, and slip resistant and is large enough to accommodate 1.5 parking spaces/staff FTE and one student space /ten high school students. If this standard is not met, alternative parking may be approved after the sufficiency of parking at the site is reviewed by the IAC using the following criteria:
 - a) Availability of street parking around the school;
 - b) Availability of any nearby parking lots;
 - c) Availability of public transit;
 - d) Number of staff who drive to work on a daily basis; and
 - e) Average number of visitors on a daily basis.
- 3) Drainage. A school site shall be configured such that runoff does not undermine the structural integrity of the school buildings located on the site or create flooding, ponding, or erosion resulting in a threat to health, safety, or welfare.
- 4) Security.
 - a) All schools shall have safe and secure site fencing or other barriers with accommodations for safe passage through openings to protect students from the hazards of traffic, railroad tracks, animal nuisance, and steep slopes.

Supportive Practices—Site

Consider the following when selecting or developing a site:

- 1) In practice, site size may be reduced significantly for urban schools, and other small schools requiring creative solutions in site development, facility utilization and building design and still remain educationally viable.
- 2) Considerations in properly and economically developing a school site are covered in detail in Appendix 104: Sustainable Community Planning Practices, of the IAC's Administrative Procedures Guide. The on-site characteristics that primarily impact the design and construction of a school facility are generally summarized as follows:
 - a) Sub-surface conditions;
 - b) Topography (slope, drainage, etc.);
 - c) Size and shape of site; and
 - d) Vegetation.
- 3) *Site location and size:* The initial site purchase should meet all the site location requirements because land adjacent to a new educational facility may not be available later. The site for anticipated full development should be determined largely by the nature and scope of the contemplated educational program. The IAC recommends reviewing the Smart Growth materials available from the Maryland Department of Planning at <http://smartgrowth.org/> and the U.S. EPA's Smart Growth and School Siting resources available at <https://www.epa.gov/smartgrowth/smart-growth-and-school-siting/>.
- 4) *Site Utilities:* Essential utilities should be available to serve the site as follows:
 - a) *Energy:* The site should have economical access to adequate energy sources such as natural gas and electrical power. Alternative energy sources for utilities may include solar power, wind, biomass fuel, and geothermal energy. Establish the availability of all utilities early in the site selection and planning process and ensure that quantity and quality of service is sufficient to accommodate estimated present and future needs.
 - b) *Water:* There should be an ample supply of water to meet the facility's needs, including potable water, water for landscaping, and water for fire-suppression.
- 5) *Access*
 - a) *Holistic Access Design:* Access to the school should be designed holistically as a complete system to support safe and efficient access by students, staff, visitors, and members of the community, using multiple modes of transportation.

- b) *General access:* There should be good connectivity between the school site and surrounding neighborhood. The site should be designed with respect for the safety and convenience of all users. Coordinate motor vehicle and non-motorized vehicle flow to avoid or reduce conflicts between the users.
 - c) *Vehicular access:* The site should have clear, separate, distinct and safe on-site circulation paths for pedestrians, buses, staff, students, visitors and service vehicles. IAC recommends that each site have two separated road access points for safe ingress and egress from the property.
 - d) *Pedestrian/Bicycle Access:* On-site pedestrian and bicycle paths should be connected with street bike lanes, pedestrian routes, etc. to ensure safe travel to and through the campus.
- 6) *Sidewalks:* The school site should have safe walking routes for all children and adults accessing the school. These on-site routes should be connected to off-site sidewalks to provide safe and convenient walking routes. Avoid or minimize pedestrian crossings of roads, driveways, and parking lots. Provide wide sidewalks (5' minimum) and student gathering areas in convenient locations that are easily supervised. Speed zones around the school site and crossing locations need to be coordinated with local jurisdictions responsible for traffic controls in the public right-of-way.
- 7) *Bus loading/unloading:* The site should have separate bus loading/unloading zones accommodating the required number of buses for the school that do not conflict with other vehicular or pedestrian pathways and that provide for the safe loading and unloading of students. Typically a 45' minimum outside turning radius is needed for a full-size bus. Consider also:
- a) Separate bus driveways and entrances to avoid conflicts with private cars and service vehicles.
 - b) Counter-clockwise circulation for loading/unloading areas to prevent students exiting buses from crossing other vehicular paths.
- 8) *Student drop-off/pick-up:* The site should have a separate area for the drop-off and pick-up of students by private vehicles that provides for the safe loading and unloading of students. Traffic circulation should move in a counterclockwise direction and student-waiting areas should be designed to provide adequate space for waiting students. See the National Center for Safe Routes to School's Safe Routes to School Online Guide at <http://guide.saferoutesinfo.org/index.cfm>.
- 9) *Vehicular entrances/exits:* Vehicular entrances and exits should be planned for safe and efficient traffic flows. Avoid conflict with pedestrian flows.
- 10) *Service/emergency access:* The site should have properly identified, appropriate, and safe access to all areas for service and emergency vehicles. Service and delivery access routes should not conflict with other vehicular pathways and should avoid sharing on-site bus lanes.
- 11) *Trash dumpsters:* Locate convenient to pickup vehicles but also within reasonable distance from the building area(s).

12) *Portable buildings*: The site should have sufficient room for ingress and egress to and occupancy of portable buildings. Good planning practice is to consider future potential placement of portable buildings during initial site master planning. It is important that portable classrooms have equal access to centralized facilities and school support facilities while not obstructing future expansion.

13) *Parking*

- a) Reliance on curbside parking to handle school parking should be avoided when possible. Most Authorities-Having-Jurisdiction consider off-street parking essential. Adequate parking that is well designed for safe entrance and exit of traffic at peak hours is a key site element. Circulation patterns of students, staff, visitors and service vehicles should be separated from bus drives and pedestrian walkways. Provide appropriate, secure, easy to use, and conveniently-located bicycle parking. See the Association of Bicycle and Pedestrian Professionals' "Bicycle Parking Guidelines" at <http://www.apbp.org/>.
- b) Provide adequate visitor and handicapped-accessible parking conveniently located near the school office. Driveways and parking areas should be well-drained with solid, traffic-bearing surfaces. Parking areas should be landscaped to improve appearance, reduce heat-island effects, and promote better drainage.
- c) Parking lots should address the needs of motorists when in their vehicles and when walking through the parking lots, such as providing pedestrian pathways and raised crosswalks.

14) *Grading*: Creative, functional grading of the site can improve the appearance of the building and provide screening from noise, wind and other climatic conditions. For example, earth berms, or mounding, along highways can shield the site from traffic noise.

15) *Drainage/Stormwater Management*: The school site should be well-drained and free from erosion. The maximum recommended site slope is 2% - 4% over a minimum of 50% of the site for ease of design and access. Drainage considerations include the following:

- a) The impacts of off-site drainage patterns upon the site itself should be considered to prevent the danger of erosion or flooding.
- b) Water should not discharge over sidewalks except by un-concentrated sheet flow.
- c) Design sidewalks with a 1% cross slope for drainage.
- d) Drainage should be removed by adequate catch basins and drainpipes or retained on-site.
- e) Roof drainage should be directed away from the building while avoiding sidewalk areas subject to freezing during cold weather (i.e., at the north side of structures).
- f) Recreation and play areas should be properly drained.
- g) Drainage into public rights of way should be avoided.

- h) Consider use of run-off water as a resource. Incorporate water-harvesting techniques where practical for use in irrigation or groundwater recharging.

16) Security

- a) *Safety/security hazards:* The site should be free of safety or security hazards such as excessive slope and stairs and retaining walls not designed in compliance with life-safety requirements and building codes. Sidewalks should be located and designed to reduce the formation of ice upon their surfaces. Balance safety and security with inviting community access.
- b) *Fencing:* Fences should be provided to protect students from the hazards of traffic, railroad tracks and steep terraces; to protect adjacent properties from trespass by students; and to discourage passersby from walking onto the campus. Security fencing should not prohibit students who are walking or bicycling from accessing the school site via the most convenient and direct access points. Connectivity with the surrounding neighborhood should be considered to provide multiple access points that facilitate safe and convenient walking and bicycling routes for students.
- c) *Security lighting:* Site should have illuminated parking areas, walks, entrances and exterior building areas for both safety and security purposes. Comply with any “night sky” ordinances and avoid creating lighting nuisance conditions for adjacent neighbors.
- d) *Utility systems:* Discourage tampering and improper activation of exposed utility fixtures such as backflow preventers, electrical panels, irrigation and fire safety systems by installing protective lockable coverings, fencing, etc.
- e) *Drain fields:* Septic tanks and drainage fields should be isolated from recreational areas where possible and protected from traffic.
- f) *Site and playground supervision:* The site and play areas should be laid out to allow ease of visual supervision of the entire area by school personnel standing in one or two locations. The school facility shall invite the community in while ensuring student safety. Locate the main administrative office in a prominent place to help control access to the site. Community use of fields and other school facilities shall not interrupt the educational mission.

B. Site Recreation and Outdoor Physical Education

Sufficiency Standards—Site Recreation and Outdoor Physical Education

A school facility shall have area, space and fixtures, in accordance with the standard equipment necessary to meet the educational requirements of the public education department, for physical education activity. (COMAR 13A.01.02.05 and 13A.04.13, Physical Education only)

- 1) Elementary school. Safe play area(s) and playground(s) including hard surfaced court(s) and unpaved recreation area(s) shall be conveniently accessible to the students. Play area(s) and appropriate equipment for physical education and school recreational purposes shall be provided based

on the planned school program capacity. For schools that serve students in grade 5 and below, a protected play area shall be provided. Play-equipment areas shall have surfacing materials that meet or exceed safety specifications for shock-absorbing qualities as outlined by the U.S. Consumer Product Safety Commission.

- 2) Middle school. Hard surfaced court(s) and playing field(s) for physical education activities shall be provided. Playing field(s) and equipment shall be based on the planned school program capacity.
- 3) High school. A playing field for physical education activities shall be provided. Playing fields and equipment shall be based on the planned school program capacity.
- 4) Combination school. A combination school shall provide the elements of the grades served by Subsections A, B and C above without duplication, but shall meet the highest standard.
- 5) Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

Supportive Practices—Site Recreation and Outdoor Physical Education

Consider the following when developing recreation and outdoor physical education facilities on the school site:

- 1) The physical education program of the school determines the main extent of required outdoor playing areas, while the general category of “Site Recreation” is established to provide for outdoor activities.
- 2) *Community and Shared Use:* Opportunities to share facilities with other schools and/or LEAs should be explored. The site facilities may be used as community resources as long as they can operate as such without disrupting the educational program. Sharing the funding and operational costs with community groups and public organizations should be explored when considering expanded or enlarged site recreation facilities which serve the community beyond the educational program’s needs.
- 3) *Intramural and Interscholastic athletics:* Intramural athletics are commonly a part of the total educational program. The type and quality of special facilities for interscholastic athletic programs will depend on the available local funds and on the level of importance given to competitive sports by the school's students, staff, parents, alumni and community.
- 4) *Suggested Kindergarten to 5th-Grade Recreation Areas:*
 - a) *General design considerations for playgrounds:* Students should not have to cross service roads, parking lots, or driveways to access play areas. The design of play facilities should be based upon the range of student ages and total student population. Provide appropriate areas and equipment devoted to safe, active play. Provide appropriate fencing for separation of play areas designed for very young students from the general playground area. Playground design and equipment installation must meet LEA insurance-coverage safety requirements and be in

conformance with all governing safety standards. Verify such standards with the district's insurance administrator.

- b) *Playground equipment:* Playground apparatus and equipment should be carefully selected by playground committees and playground design professionals. Only equipment of sturdy construction should be selected. Equipment should be erected by certified playground equipment installation contractors. Hard surfaces under climbing equipment must conform to required safety standards to reduce injuries. In locating equipment, consider safety, the ease of supervision, and the economical use of space. Placement of play areas and equipment near building exits can facilitate accessibility, but the noise created during play should be considered. Ample space for safe use around equipment and fall zones must meet playground safety standards. Hard-surfaced or unpaved play areas shall be provided for P.E. based upon program capacity needs and made accessible for all students.

5) *Suggested Middle School/Junior High School Recreation Areas:*

- a) *Playing field(s) and fixed equipment for P.E.:* Larger schools may require more fields based on utilization requirements for physical education classes.

6) *Suggested High School Recreation Areas:*

- a) *Playing field(s) for P.E.:* Larger schools may require more fields based on utilization requirements for physical education classes.

7) *Suggested Combination School Recreation Areas:* A facility serving multiple grade-level bands will require the provision of recreation and playground facilities to accommodate all grade levels served.

C. Academic Classroom Space

Sufficiency Standards—Academic Classroom Space

All classroom space shall meet or exceed the requirements listed below:

- 1) Area of classroom spaces. Classroom spaces, including those for physical education, shall be sufficient for educational programs that are appropriate for the class-level needs.
- 2) Classroom fixtures and equipment
 - a) With the exception of physical-education spaces, each general and specialty classroom shall contain a work surface and seat for each student in the classroom. The work surface and seat shall be appropriate for the normal activity of the class conducted in the room.
 - b) Each general and specialty classroom shall have an erasable surface and a surface suitable for projection purposes, appropriate for group classroom instruction, and a display surface. A single surface may meet one or more of these purposes.

- c) Each general and specialty classroom shall have storage for classroom materials or access to conveniently located storage.
 - d) With the exception of physical-education spaces and music-education spaces, each general and specialty classroom shall have a work surface and seat for the teacher and for any aide assigned to the classroom. The classroom shall have secure storage for student records that is located in the classroom or is conveniently accessible to the classroom.
- 3) Classroom lighting
- a) Each general and specialty classroom shall have a light system capable of maintaining at least 50 foot-candles of well-distributed light. Provide appropriate task lighting in specialty classrooms where enhanced visibility is required.
 - b) The light level shall be measured at a work surface located in the approximate center of the classroom, between clean light fixtures.
- 4) Classroom temperature and relative humidity
- a) Each general and specialty classroom shall have a heating, ventilation and air conditioning (HVAC) system capable of maintaining a temperature between 68 and 75 degrees Fahrenheit and a relative humidity between 30 and 60% at full occupancy.
 - b) The temperature and humidity shall be measured at a work surface in the approximate center of the classroom.
- 5) Classroom acoustics
- a) With the exception of physical-education spaces, each general and specialty classroom shall be maintainable at a sustained background sound level of less than 55 decibels.
 - b) The sound level shall be measured at a work surface in the approximate center of the classroom.
- 6) Classroom air quality
- a) Each general, science, and fine arts classroom shall have an HVAC system that continually moves air and is capable of maintaining a CO2 level of not more than 1,200 parts per million.
 - b) The air quality shall be measured at a work surface in the approximate center of the classroom.

For more information about classroom design, see the Maryland State Department of Education's *Facility Guidelines for General Classroom Design (2005)* and *Classroom Acoustics Guidelines (2006)*.

D. General-Use Classrooms

(English Language Arts/Literacy, Mathematics, Social Studies, and World Languages)

Sufficiency Standards—General-Use Classrooms

- 1) Cumulative classroom net square foot (sf) requirements, excluding in-classroom storage space and any in-classroom toilet rooms, shall be at least:
 - a) Prekindergarten 50 net sf/student
 - b) Kindergarten 50 net sf/student
 - c) Grades 1 – 8 32 net sf/student
 - d) Grades 9 – 12 25 net sf/student
- 2) At least 2 net sf/student shall be available for dedicated, in-classroom storage and may be provided vertically to avoid the need for additional floor area.
- 3) Sufficient number of classrooms shall be provided to meet state and local board mandated student/staff ratio requirements.

Supportive Practices—General-Use Classrooms

- 1) General Classroom Environment
 - a) *Size and arrangement:* Many factors, such as furniture, equipment (computers), class size and educational programs, will affect the optimum size and arrangement of a classroom. Configure electrical outlet locations in a manner that allows for locating furnishings and equipment to suit varying needs. Take into consideration the location of white boards and interactive projection surfaces in relation to glare-producing windows. It is recommended that interactive white boards be tilted from 5 to 10 degrees away from the wall at the base to prevent glare. Provide a good balance of window vs. wall space. White boards should be installed in every room that has an interactive white board and both should be specified with a low visible sheen.
 - b) *Lighting:* Studies have found a correlation between the levels of natural light and educational achievement. In addition to encouraging energy savings through proper control of artificial lighting, the designer should emphasize the provision of diffuse natural light that can be controlled when needed into all learning spaces. The Sufficiency Standards require a level of at least 50 foot candles of well-distributed light at classroom work surfaces. Skylights, clerestories, windows with light diffusing “eyebrows,” and other daylight-harvesting features are typical elements of a well-lighted space. These apertures should be able to be darkened for AV presentations and positioned so that the room does not become overheated. Properly adjusted dual-technology occupancy controls can help maintain sufficient lighting during times of low

occupancy conditions. Zoned lighting controls can help occupants modulate the lighting to match the activities taking place in each area of a room and to save energy.

- c) *Temperature*: Classroom temperature should be easily maintained between 68 and 75 degrees Fahrenheit with individual controls for each classroom. Special attention should be paid to regulating air flows and drafts at the floor level in pre-Kindergarten and Kindergarten classrooms, as that is where the students spend a substantial portion of their time.
- d) *Acoustics*: The acoustical quality of learning spaces is becoming a critical matter. Designers will need to pay attention to the effect of noise-producing factors and absorbing noise that is generated within the classroom. The *Sufficiency Standards* require that a one-hour, A-weighted Noise Criteria of less than 55 decibels should be maintained (45 decibels or less is preferred). Keep reverberation times in classrooms within a range of 0.4 – 0.6 seconds.
- e) *Air Quality*: Comply with ventilation standards in ASHRAE 62.
- f) *Computer Technology*: Accommodations for networked multimedia computer connections shall be provided. These computers may be dispersed throughout the entire facility, concentrated in computer labs, or provided through a combination of both methods.

2) Grade-Level Considerations

- a) Pre-Kindergarten/ Kindergarten: Instruction tends to be project and center oriented. The curriculum is generally contained in one space and should accommodate many activities. The space in the Classroom should support physical movement, long-term projects, and learning centers. Water should be readily available.
- b) Grades 1 – 5: Curriculum at the elementary level tends to be self-contained within a single classroom involving a single teacher supported by any number of specialty instructors. Consequently, large groups, small groups and independent study should all be supported within the confines of the classroom at various times. Classroom activities include physical movement, long-term projects, cooperative learning groups, learning centers and process learning. Space layout should be flexible enough to accommodate these needs.
- c) Grades 6 – 8: Early adolescence is a unique period of transition with specific educational requirements. Programs provide exploratory learning opportunities typically based around interdisciplinary instructional teams. The need for specialty subject-area classrooms begins to emerge at the middle school level.
- d) Grades 9 – 12: The content-driven curriculum of high schools is expressed in the trend toward academic teaming, with many schools developing learning academies that focus on a number of separate disciplines within a single facility. The goal of facility planning at the high school level should be to create a dynamic learning environment that allows both faculty and students a fair amount of flexibility in organizing their time and schedules. The layout of general classrooms should allow for easy access to specialized learning environments. Facilities should be designed with the potential future reconfiguration of learning spaces in mind.

- 3) Standard Classroom Furnishings. Provisions for the following items should be made in the layout of each classroom.

Grade Level	Standard Furnishings
Pre-Kindergarten/ Kindergarten	<ul style="list-style-type: none"> • Storage (some lockable) • Cubbies/lockers for storing the belongings of each student • 1 snack area w/sink and bubbler, counter and overhead cabinets • Toilet facilities accessible from the classroom • Access to computer networking (1 network drop for every 3 students, or wireless capability) • Bookshelves • Intercom system • White board • Kidney-shaped table for group work • One seat per student plus at least three additional seats
Elementary	<ul style="list-style-type: none"> • Storage (some lockable) • Cubbies within the classroom or lockers in an adjacent corridor for the belongings of each student • Countertop with sink and bubbler • Cabinets and file storage • Access to computer networking (1 computer station for each 3 students or wireless capability) • Projection surface • Intercom system • White boards • Kidney-shaped table for group work • One seat and workspace per student plus at least three additional seats
Middle/ Junior High/ High School	<ul style="list-style-type: none"> • Storage (some lockable) • Cabinets and file storage • Computer networking (1 computer station for every 3 students or wireless capability) • Projection surface • Intercom system • White boards • One seat and workspace per student plus at least three additional seats

For more information about classroom design, see the Maryland State Department of Education's *Facility Guidelines for General Classroom Design (2005)*.

E. Collaboration Spaces

Supportive Practices—Collaboration Spaces

- 1) Current educational practices put a high value on flexible individual and small group instruction as well as collaborative learning. To support these activities, consider providing
 - a) Extra space within a classroom to accommodate several small groupings of students or
 - b) Collaborative learning areas outside but near the classroom, such as in the nearby public areas of the school. These spaces may be widened corridors, niches within a corridor, or partially enclosed spaces.
- 2) Collaborative learning spaces within the public areas of the school should be highly visible, located near the classrooms that they serve, and easily monitored by teachers and other staff.
- 3) Ensure that the acoustics of the space support teaching and learning.
- 4) Provide adequate teaching aids such as white boards, tack boards, electrical outlets, and data access.
- 5) Consider defining the space through changes in ceiling planes, changes in flooring material and/or color, or by providing low barriers such as bookshelves or low built-in seating, especially when placed in an area of egress.

F. Specialty Classrooms—Special Education

Sufficiency Standards—Special Education Classrooms

Maryland assures a free appropriate public education for all students with disabilities, birth through the end of the school year in which the student turns 21 years old, in accordance with the student's Individualized Education Program. Early Intervention Services for children from birth through two years is typically provided through the Maryland Infants and Toddlers Program. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment with students who are not disabled. A continuum of alternative placements shall be provided.

- 1) If a special-education space for pull-out purposes other than calming is provided and the space is required to support educational programs, services, and curricula, the space shall not be smaller than 450 net sf.
- 2) When the need is demonstrated by the LEA, additional space in the classroom shall be provided with, or students shall have an accessible route to: an accessible unisex restroom with one toilet, sink, washer/dryer, and shower stall/tub, as needed, and at least 15 net sf of storage.
- 3) When the need is demonstrated by the LEA, in 6th grade classrooms and above, a kitchenette of least 30 net sf shall be provided.

Supportive Practices—Special Education

In order to be eligible to receive funds under Part B of the federal Individuals with Disabilities Education Act (IDEA), states must assure that a free appropriate public education (FAPE) is made available to all children with disabilities. The student's Individualized Education Program (IEP)—which contains the statement of the special education and related services to meet each disabled students' unique needs—forms the basis for the entitlement of each student with a disability to an individualized and appropriate education.

IDEA further provides that states must have in place procedures assuring that, "to the maximum extent appropriate, children with disabilities are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

Each Local School System and Public Agency must ensure that a continuum of placements be available to meet the needs of students with disabilities. The Least Restrictive Environment (LRE) mandate of the IDEA requires that students with disabilities receive their education in a general-education setting to the maximum extent possible. If such a setting is not appropriate, the student is to receive his or her education in a setting with the least amount of segregation from his or her non-disabled peers as is possible. The continuum begins with the general-education classroom. Placements in self-contained settings and in public or nonpublic facilities should be used only when a student's IEP cannot be implemented in a less restrictive setting.

Schools need flexible spaces that can be used for a variety of purposes. In many cases, spaces used for special-education functions are also used for other purposes; IEP meetings are held in a conference room that may also be used for grade-level-team meetings, etc., if scheduling permits. An "intervention room" that is used by a special-education teacher to deliver instruction to an individual student or small group may also be used for small-group instruction of students without disabilities that are participating in remediation or enrichment activities. Spaces are necessary for related-service providers (speech pathologists, occupational and physical therapists, etc.) to deliver services outside of the classroom setting. Depending on caseloads, schedules, and equipment needs, these spaces may be dedicated or shared spaces. School planners should also consider space needs relating to instructional staff who work across multiple subjects and grade levels and therefore are not assigned a dedicated classroom, but who still need to store records, materials, and personal items; and engage in planning and report writing, etc. The size and configuration of these spaces will vary based on the size, structure, and student and staff populations of the school.

The size and configuration of a special-education classroom will vary depending on the number of students served, the nature of their disabilities, their equipment needs, and the personnel support that may be required. These classrooms should be flexible in their design and should contain adequate storage space for curricular materials and for the equipment required to support students requiring special apparatus (e.g., wheelchairs, readers, text-to-sound translators, walkers, standers,

etc.) so that such materials and equipment do not take up valuable classroom space. Special-education classrooms may also need to contain or have ready access to kitchen and laundry facilities and may contain separate restroom and/or shower facilities.

G. Specialty Classrooms—Science **Sufficiency Standards—Science Classrooms**

- 1) For grades PK through 5, no additional space is required beyond the classroom requirement.
- 2) For grades 6 through 12, 4 net sf/student of the specialty program capacity for science is required. The space shall not be smaller than the average classroom at the facility. This space is included in the academic classroom requirement and may be used for other instruction. The space shall have science fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Science Content Standards.
- 3) For grades 9 through 12 only, at least 40 net sf of space is provided for securable, well-ventilated storage/prep space for each science room having science fixtures and equipment. Storage/prep room(s) may be combined and shared between more than one classroom.

Supportive Practices—Science Classrooms

- 1) Shared spaces may decrease the need for laboratories dedicated to a specific science discipline. Lecture areas can be combined with lab space or separated within the same room or in different rooms. For safety and program quality, science labs should be designed for a maximum of 28 students and may accommodate the following:
 - a) Sink(s);
 - b) Lab equipment;
 - c) Computer and multimedia presentations;
 - d) Flexible furnishings that facilitate working in teams;
 - e) Interactive learning programs that facilitate hands-on assignments;
 - f) Flexible, high-density storage;
 - g) Secure storage;
 - h) OSHA requirements (e.g., eyewash stations, emergency shutoffs, etc.); and
 - i) Student outlets for water, electricity, and gas.
- 2) To maximize the integration of students with disabilities with their non-disabled peers, provide a multi-student work station lowered in its entirety to meet accessibility requirements including accessible reach requirements for utilities.

- 3) The trend toward “virtual” lab investigations requires consideration of computer networking, portable demonstration tables, yet smaller table-based furnishings and equipment.
- 4) Science classrooms may be larger than regular classrooms in order to accommodate lecture areas, demonstration areas, lab tables for small-group investigations, and specialized furniture and equipment.
- 5) Science classrooms in small schools might be used for other programs during part of the day.
- 6) When storage/prep space is provided, it shall be separate, well-ventilated, and preferably adjacent and accessible to each lab. It shall contain safe and secure storage for valuable equipment and chemicals used for investigations. The space may be combined and shared between more than one classroom. It is recommended to provide one storage/prep room shared between paired classroom/labs.
- 7) Separate the fume hood and the safety center by a distance of fifteen to twenty feet to allow the emergency eyewash/safety center to be used in case of accidental discharge of fumes at the hood.
- 8) To maintain the effectiveness of the exhaust hood, avoid locating it in proximity to foot traffic, particularly at the classroom or laboratory entrances and exits.
- 9) Provide negative pressure in labs when the hood exhaust is in use.
- 10) Provide no supply air velocities greater than 50 cfm near a science laboratory hood exhaust.
- 11) Locate outside air intakes a minimum of 7 feet vertically and 25 feet horizontally from known sources of air contaminants such as a cooling tower, loading dock, science laboratory fume hood exhaust, or chemical storage room exhaust.

For more information about science classroom design, see the Maryland State Department of Education’s *Science Facilities Design Guidelines* (1994).

H. Specialty Classrooms—Fine-Arts Education

Sufficiency Standards—Fine-Arts Education Classrooms

A school facility shall have classroom space to deliver fine-arts education programs. Fine arts subjects include dance, media arts, music, theater, and visual art. Classroom space(s) for fine-arts education shall not be smaller than the average classroom at the facility. Fine-arts education classroom space(s) may be included in the academic-classroom requirement and may be used for other instruction.

- 1) Elementary school. Fine-arts education programs may be accommodated within a general use or dedicated arts classroom. Provide one dedicated classroom for each fine-arts subject area staffed with greater than 0.5 full time fine-arts teacher. Provide additional dedicated fine-arts program storage of at least 60 net sf for each subject area per facility.

- 2) Middle school. Classroom space(s) for fine-arts education programs shall have no less than 4 net sf/student of the specialty program capacity for fine-arts subjects. Provide one dedicated classroom for each fine-arts subject area staffed with greater than 0.5 full time fine-arts teacher. Provide additional 60 net sf of storage for each fine-arts program subject.
- 3) High school. Classroom space(s) for fine-arts education programs shall have no less than 5 net sf/student of the specialty program capacity for fine-arts subjects.
- 4) Combination school. A combination school shall provide the elements of the grades served by paragraphs (1), (2) and (3) above without duplication but meeting the higher standards.
- 5) Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

Supportive Practices—Fine-Arts Education Classrooms

- 1) Visual-arts learning spaces
 - a) Visual-arts learning spaces are best located on the ground floor with access to related curricular areas and convenient entry for delivery purposes. If the spaces are to be used after regular school hours, they should permit easy but controlled entry from the outside. During school hours, students need ready access to the out-of-doors for sketching, painting, field trips, and other such activities.
 - b) High school visual-arts programs at larger schools or schools with specialty arts programming may justify separate areas for classes such as painting/drawing/printmaking, jewelry/ceramics/sculpture and photography/filmmaking/digital design. Small-scale or limited programs might only require shared use of appropriately sized and equipped space so long as adequate storage space is provided.
 - c) Art activities are best performed on tables with mar-resistant surfaces.
 - d) Illumination that is glare-free, intense enough for detailed work and that allows true color discrimination is vital. Natural light from north-facing windows is ideal. Provisions for adjustable spot lighting to highlight still-life setups or wall displays are beneficial for art rooms in the upper grades.
 - e) In schools with enrollments below 500 students, art can be shared with other uses or incorporated into the regular classroom. Depending on layout, design, and equipment, an art room can share a dual-purpose room with music or science programming so long as a sink with a clay trap and drain board is provided.
- 2) Performing-arts learning spaces
 - a) Consider including the following when designing performing-arts spaces for music:

- i) Teaching spaces for instrumental and vocal instruction on an individual and group basis.
 - ii) Acoustically-treated rehearsal room for individuals and small groups. Offices for the faculty and staff, some of which may double as studios.
 - iii) Storage areas to accommodate musical instruments, teaching aids, uniforms, music stands, risers, shells, lights and other performance apparatuses. These should be located close to areas where the equipment will be used. Storage areas for student instruments work best when designed for flow-through one-way traffic.
 - iv) Facilities for instrument repair that include a sink.
- b) Pay careful attention to acoustics, room size, shape (provide at least one non-parallel wall), temperature, relative humidity, and spatial relationships.
 - c) Because acoustics are critically important, a consultant can be helpful in designing spaces that enhance the quality of sound. Surface materials that eliminate distortions and undesirable transmissions of sound can be applied. Windows, doors, walls and floors should be treated so that transmission of sounds to and from areas is reduced. Keep reverberation times in rehearsal areas within a range of 0.6 – 1.1 seconds.
 - d) Band, orchestra and chorus programs at larger schools may justify separate areas for each program while small-scale programs might only require shared use of appropriately sized and equipped space so long as adequate lockable storage space is provided.
 - e) Dance may need to be provided in a shared-use space, particularly in elementary school. Consideration should be given to impact-resilient flooring materials and sufficient travel distances for combinations of steps. Spaces suitable for dance instruction in middle and high school should also include flooring designed to minimize injuries, ballet barres, mirrored surfaces, and sufficient travel distance. With consideration for lighting and curtains, such a space may also be used for theater.
 - f) Many schools expressing an interest in creating some form of performance venue may develop performance space within schools without creating a separate auditorium. Black-box theaters and multi-purpose rooms can provide solutions, but such spaces should have proper lighting and acoustics. Music rooms can be located next to cafeterias to double as a stage or green room. Combining gyms and cafeterias separated by movable partitions can help to create even larger spaces.

For more information about arts-education facilities design, see the Maryland State Department of Education's *Facilities Guidelines for Fine Arts Programs (2001)*.

I. Specialty Classrooms—Digital Experiences/Technology Education and Computer Science

Sufficiency Standards—Digital Experiences

- 1) For grades K through 5, no additional space is required beyond the classroom requirement.
- 2) For grades 6 through 8, 3 net sf/student, and 4 net sf/student for grades 9 through 12, of the specialty program capacity for technology education and family and consumer science is required. The space shall not be smaller than the average classroom at the facility. This space is included in the academic classroom requirement and may be used for other instruction.
- 3) The space shall have technology fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Technology Education Content Standards, and in high school, the requirements of Maryland Advanced Technology Education electives where such electives are offered.
- 4) Provide at least 80 net sf for securable, well-ventilated storage/prep space for each technology education room having technology fixtures and equipment. Storage/prep room(s) may be combined and shared between more than one classroom.

Supportive Practices—Digital Experiences

- 1) Adequate access to electrical outlets and network connections shall be provided to ensure flexibility of the space.
- 2) Include dust-free writing boards (instead of chalkboards), and increased shelving, cabinets, and storage space.
- 3) Include independent temperature controls if the lab is in a separate room.
- 4) Determine whether portable and/or wirelessly networked technology should be accommodated.
- 5) There are few differences between a classroom, tech-ed lab, computer lab, business lab, and other classroom areas in a building. If all of the spaces are equipped appropriately, any space can be designated as a computer lab. Portable carts may be used to transport portable devices to classrooms for computer instruction.

For more information about classroom design, see the Maryland State Department of Education's *Technology Education Facilities Guidelines* (2006).

J. Specialty Classrooms—Career & Technology Education (CTE)
Sufficiency Standards—Career & Technology Education (CTE)

- 1) Elementary school. No requirement.
- 2) Middle school. Space shall be provided for career-development and career-exploration activities. Each program lab or classroom space shall be no smaller than 650 net sf.
- 3) High school. Career and technology education programs space shall be provided with no less than 4 net sf/student of the specialty program capacity of the school for career education. Each program lab or classroom space shall be no smaller than 650 net sf. Spaces for programs requiring licensing, certification, or accreditation by a state board or agency shall meet all applicable health and safety standards. Cosmetology and barber programs shall comply with the sanitation requirements of the State Board of Cosmetologists and the State Board of Barbers, respectively.
- 4) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.
- 5) Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

Supportive Practices—Career & Technology Education (CTE)

- 1) During the initial planning phase, it is essential to consult with faculty, administration, and community members to gain a thorough understanding of the immediate and long-range goals and needs of the career education program that the facility will support. Many LEAs have begun to organize these programs into career academies and school-to-work or career pathway programs, fostering or strengthening partnerships with community colleges, technical/vocational schools, and the surrounding business community. The character and design of career education spaces will depend on the nature of the specific programs offered, the students served, and the resources of the school.
- 2) The Career & Technology Education field is undergoing rapid change. Today, all fields have a major technology focus. Agriculture is dominated by science and business, and manufacturing by robotics and advances in technology-based tools. Schools delivering CTE programming will need flexible spaces such as multipurpose classrooms that have the ability to incorporate extensive technology, especially computers with moveable furnishings and equipment. Shared fabrication areas should be capable of easy reconfiguration to meet the requirements of multiple disciplines and instructors.
- 3) Many CTE spaces will require adequate electrical circuitry with receptacles in well-planned locations. Floor outlets should be avoided. Consider outlets mounted in “pony” walls or integral with furnishings. Ceilings should be acoustically treated and may need to accommodate a separate ventilation system. CTE spaces should be located where there is easy but controlled access to/from the outside. Adequate storage should be provided, including cabinets, shelving and closets.

Consider including a sink with hot and cold water. Beyond minimum standards, the space should be large enough to accommodate persons, machinery, and furniture, as well as to allow easy traffic flow.

For more information about career/technical-education facilities design, see the Maryland State Department of Education's *Family and Consumer Sciences: A Facility Planning and Design Guide for School Systems* (2001).

K. Student-Support and Resource Spaces

Supportive Practices—Student-Support and Resource Spaces

- 1) Resource spaces are essential to providing well-rounded educational experiences for students and necessary support for the educational staff.
- 2) Provide a variety of office spaces for essential staff, including itinerant staff, speech pathologists, reading specialists, occupational therapists, and physical-therapy practitioners. An appropriately configured office setting can double as a space in which to deliver instruction or support services to a small number of students.
- 3) Provide several sizes of resource rooms: a small instructional space for 6–8 students (350–450 NSF) and a large instructional space for 10–18 students (600 NSF). Both instructional rooms require a teacher's computer workstation; lockable storage for teacher belongings; desks and chairs for students (occupants + 3 additional chairs); one kidney-shaped table; 10–15 linear feet of magnetic marker board; tack strips and a map rail; glare-free marker boards; 50 linear feet of built-in adjustable shelving; and mailboxes for student work. A sink with a bubbler, counter space, and storage cabinets are preferred in large instructional rooms. Provide electrical, voice, and data outlets.

L. Libraries/Media Centers

Sufficiency Standards—Libraries/Media Centers

A school facility shall have a unified school library/media program for the use of all students which shall include an organized and centrally managed collection of instructional materials and technologies and direct instruction. Provide space for collections, reference, circulation, instruction, workroom for staff, and storage.

- 1) Elementary school. The area for stacks and seating space shall be at least 3 net sf/student of the planned school program capacity. The instructional space shall not be smaller than the average classroom at the facility. In addition, office/workroom space and secure storage shall be provided.
- 2) Middle or high school. The area for stacks and seating shall be at least 3 net sf/student of the planned school program capacity. The space shall not be smaller than the average classroom at the facility. In addition, office/workroom space and secure storage shall be provided.

- 3) Combination school. Provide the elements of the grades set out in Paragraphs (1) and (2) above without duplication, but meeting the higher standards.
- 4) Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

Supportive Practices—Libraries/Media Centers

- 1) The library/media center is the academic core of the building, serving as an extension of each classroom. It should occupy a central physical and visual position in the building.
- 2) Provide space for instruction; team collaboration; creation/innovation; storage; and secure areas and appropriate space for computers, digital devices, and electronic communications equipment. For elementary schools, consider ways to integrate space for a storytelling area. In larger schools, consider programming for multi-media production.
- 3) Design the library/media center as an inviting, stimulating and accessible place providing workspace for individuals and small and large groups for research, browsing, listening, viewing, reading and producing materials for instructional purposes.
- 4) Provide maximum flexibility in order to meet the needs of students and staff, accommodate program priorities and respond to student population growth, information expansion and changing technologies.
- 5) Because libraries/media centers may receive extensive after-hours use by students, staff, and the community, consideration might be given to locating the media center near a public entry point of the building.
- 6) Logical circulation patterns should be considered early in the design process. Design for ease of visual control.
- 7) The use of natural lighting is encouraged.
- 8) Lighting fixtures and patterns should be designed to illuminate between, not over, bookcases. Strive to maintain a light level of between 50 and 70 foot candles in reading areas. Efforts should be made to reduce glare in computer areas.
- 9) Appropriate wiring for audiovisual and computer equipment is required.
- 10) Access to the library/media center should be controllable.
- 11) Provide an adjacent office for the librarian.
- 12) Carefully consider immediate and long-term library/media center needs and technological trends. As some portions of a collection are converted to digital technology, the overall storage needs of a facility may diminish. The spread of wireless technology may make expensive wiring of computer

stations obsolete. Flexibility of design and technology planning is becoming increasingly necessary in considering the infrastructure and space layout of new libraries and the updating of existing facilities.

- 13) Sturdy bookshelves with adjustable shelving and locking wheels is recommended for flexibility and easy reconfiguration of the space. Utilize tables and chairs that can be stacked, nested, or otherwise compactly stored when not in use to increase the flexibility of the space.
- 14) The library media center should have a range of furniture types and placement to appeal to different users and address the range of activities that occur in the space: class instruction, small group collaboration at tables or informal seating, individual study and research (such as at counters or partitioned tables), and recreational reading in lounge chairs and window seats if windows are included.
- 15) In addition to computers, consider providing space and required supports for electronic and communications equipment (e.g., copiers, telephones, scanners, printers, etc.) that may be needed. Provide appropriate storage and workstation space for such equipment.
- 16) To protect the collection and electronic equipment, controls for the heating, cooling and ventilation of a library/media center should be independent of other parts of the facility.

For more information about library and media-center design, see the Maryland State Department of Education's *Facilities Guidelines for Library Media Programs* (1998).

M. Physical Education

Note: See "School Site" section above for outdoor P.E. area requirements.

Sufficiency Standards—Physical Education

- 1) General requirements. Each school shall provide an instructional program in physical education each year for all students in grades PK-8. Each school shall offer a physical-education program in grades 9–12 which shall enable students to meet graduation requirements and to select physical education electives. The following minimum spaces are required: gymnasium, teacher office or planning area, equipment storage, and outdoor instructional playing field.
 - a) Elementary school. Provide a gymnasium with at least 2,200 net sf. This space may have multi-purpose use in accommodating other educational program activities such as art program performances.
 - b) Middle school. Provide a gymnasium with a minimum of 5,200 net sf plus an additional 4 net sf times 40% of the enrollment of the school devoted to bleacher seating.
 - c) High school. Provide a gymnasium with at least 6,500 net sf plus an additional 4 net sf times 40% of the enrollment of the school devoted to bleacher seating.

- d) Combination school. Provide the elements of the grades served by Paragraphs (a), (b) and (c) above without duplication, but meeting the higher net sf standards.
 - e) Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.
- 2) Additional physical education requirements in addition to space requirements in Subsection 1:
- a) Elementary school. One office shall be provided. Separate physical education equipment storage shall be provided.
 - b) Middle school. One office shall be provided. Separate physical education equipment storage space shall be provided.
 - c) High school. Two dressing rooms shall be provided, with lockers, showers and restroom fixtures. Two offices shall be provided. Separate physical education equipment storage space shall be provided.
 - d) Combination school. A combination school shall provide the elements of the grades served by Paragraphs (1), (2) and (3) above without duplication, but meeting the higher standards.
 - e) Other school. Other schools shall provide the elements above necessary to meet the educational requirements of the specific programs and capacity of the schools.

Supportive Practices—Physical Education

- 1) Due to the high cost and difficulty of expanding physical-education facilities, consider the immediate and long-range use requirements during initial planning phases. Indoor gymnasium facilities made larger for expanded community use will have greater construction and operational costs. Consideration should be given to partnering with local government, community groups, or organizations to share in both initial and operating/maintenance costs for added portions of enlarged facilities if shared use is planned.
- 2) It is important to define the interrelationship between indoor and outdoor facilities early on. Interscholastic sports and community recreation provide opportunities for partnerships between the LEA, parks & recreation departments, and other local organizations. Because these facilities may be used during non-school hours, considerations should be made for separate entrances, zoning of HVAC, location of parking, exterior lighting, storage, location of toilet rooms, and the ability of accessing these facilities without accessing the entire building.
- 3) Include the provision of equal facilities for men and women, access and suitability for physically impaired persons and providing flexibility so that the facility can be used for a variety of purposes.
- 4) Isolate physical education facilities from other classroom areas due to noise considerations. Reduce noise, reverberation, and echoes within the gymnasium. Keep reverberation times in the gym

within a range of .8 - 1.5 seconds. (See "Performing Arts" section for acoustical recommendations for gyms used also as performing arts spaces).

- 5) Specify non-slip floors and non-abrasive wall surfaces.
- 6) Ensure that there are no sharp edges, corners, or dangerous protrusions within reach in any court space.
- 7) Protect all wall-mounted items susceptible to damage with wire guards or other durable coverings.
- 8) Suitable light fixtures that are recessed or shielded should be installed. Windows in the gymnasium should be elevated and protected.
- 9) Provide a public address system with provisions for an assistive listening system.
- 10) Facilities for applying emergency first aid should be conveniently accessible.
- 11) PE facilities in elementary schools are typically designed to allow for multi-use of the space.
- 12) For middle/junior-high and high schools: It is important to recognize the trend at the middle school/junior high school level to use the physical education facility for all-school assemblies. This may result in the-increased need for proper acoustic control.
 - a) Placement and storage of bleachers should be carefully studied.
 - b) Consider providing outdoor equipment storage accessible from outdoor areas.
 - c) Floors in shower and drying areas should have slip-resistant floor surfaces.
 - d) Ensure adequate storage space for equipment (recreation mats, chairs, etc.), particularly if the space is to be used for multiple functions.

For more information about physical-education facilities design, see the Maryland State Department of Education's *Physical Education Facilities Guidelines for New Construction and Major Renovations* (2011).

N. Food Services

Sufficiency Standards—Food Services

- 1) Dining. A school facility shall have a space to permit students to eat within the school outside of general classrooms. This space may have more than one function and may fulfill more than one sufficiency standards requirement. Schools are encouraged to provide sufficient lunch periods that are long enough to give all students enough time to be served and to eat their lunches. The dining area shall be sized to accommodate no less than one third of the planned school program capacity of the school. The dining area shall have no less than 15 net sf/seated student.
- 2) A serving area shall be provided in addition to a dining area.

3) Kitchen. A kitchen shall have a telephone, plumbing providing potable water, a sink suitable for use both in preparing food and washing utensils, and a separate hand-washing sink. Kitchen and equipment shall comply with either the food preparation kitchen or the serving kitchen standards defined as follows:

- a) Food preparation kitchen. Provide at least the greater of 1) a minimum of 2 net sf/meal served during the single largest serving period or 2) no fewer than 2 sf per enrolled student eligible for free or reduced-price meals.
- b) Serving kitchen. Where food is not prepared, there shall be a minimum of 200 net sf.

Supportive Practices—Food Services

- 1) The designer should work to understand the owner's plan for food service and consider the following:
 - a) Design to a maximum of three serving periods for each meal.
 - b) Food service equipment, layout of serving areas and overall size depend on the typical menu and food preparation and serving concepts.
 - c) Determine whether the kitchen will provide food for other sites in addition to the facility where located.
 - d) Many schools have satellite kitchens that serve or warm food entirely prepared off-site. Some schools serve as main food-preparation facilities for several satellite kitchens and therefore require more space and equipment.
 - e) Many locations in Maryland can augment a cafeteria with protected outdoor dining areas.
 - f) It is recommended that enough storage be provided for a schedule that does not exceed one week between deliveries of food provisions. Schools in remote locations may require additional storage space if deliveries are less frequent.
 - g) For most schools under 300, and allowing for two cafeteria sittings per day, the likely solution will be a multi-purpose space that is used as the cafeteria and for assemblies and performances. If a cafeteria is to double with any other function, the designer should eliminate interior columns where possible and provide adequate space for storage. A multi-use space also calls for extra attention to acoustics and a built-in sound system with reverberation times within a range of 0.7 – 1.2 seconds.
 - h) Areas in which large amounts of food are prepared are typically regulated by the appropriate state and federal agencies concerned with health and environmental hazards related to prevention of food contamination. In addition, the types of activities inherent in the delivery and preparation of food demand great care. Hazard Analysis and Critical Control Points (HACCP) is a systematic preventive approach to food safety. It is recommended that a HACCP analysis is

performed by the food services designer to identify potential food safety hazards which can be avoided by the design. Large kitchen projects may benefit from the services of a consultant who is experienced in this type of analysis.

2) *General requirements for related spaces:*

- a) *Receiving Area:* The receiving dock should permit easy unloading of supplies and food. This area should be located away from student traffic. The floor level of the dock and the storage/kitchen areas should be the same.
 - b) *Storage:* Storage for food items that do not require refrigeration should be adjacent to the receiving area and convenient to the kitchen. This area should be dry and clean. Separate bulk storage from food preparation area.
 - c) *Kitchen:* The type of kitchen planned will depend on the nature of the food service program. The following questions should be answered:
 - i) Is the food to be prepared on site or will it be delivered from an off-site kitchen?
 - ii) What type of food will be served – hot meals, convenient pre-packaged foods, vended items?
 - iii) How many meals will be served every school day for breakfast, for lunch, for after-school programs, and for special events?
 - d) The size of the kitchen will depend on the nature of the equipment and the number of people required preparing meals. Food preparation equipment is expensive, and it should be chosen with care before the kitchen is designed. Refrigerators and freezers for food storage – if required by the program – must be planned for and accommodated. Lay out the kitchen with defined cold-food-prep, hot-food-prep, and assembly areas to enable the staff to operate efficiently.
- 3) *Service:* Food service may occur in a section of the kitchen, in a separate room, or in the dining area. The space needed, the equipment required, and the food preparation/service program will determine the arrangement of service counters. The objective here is to facilitate an attractive display, easy selection, and quick service of food. Student circulation related to serving should be well-planned and coordinated within the space with other traffic paths.
- 4) *Dishwashing:* The dishwashing and maintenance area is a separate function from food preparation and holding, and should be located separately but adjacent to the dining room, preferably near its exit. Equipment selected for cleaning dishes and utensils will determine the size of the space.
- 5) Garbage and trash disposal must be separated from food to prevent contamination. This applies to dirty dishes and trays, food waste, soaps and detergents, de-greasers, pesticides, and other potential contaminants. Garbage and trash should never be carried through the cafeteria or kitchen

to be disposed. Provisions in space and equipment should be made for appropriate separation and collection of recyclables.

- 6) *Office:* Provide an enclosed office(s) for the head cook and/or administrator to accommodate menu preparation, purchasing, and other tasks related to the management and supervision of the kitchen. The office should have a window providing a view of the kitchen and serving areas. Provide a telephone with an external line. Locate the office near the receiving door and/or near the cafeteria dining room.
- 7) *Utility Room:* A utility/custodial room with mop sink is required within the food services area.
- 8) *Staff Restrooms:* Appropriate restroom facilities, isolated from food prep areas but easily accessible to the kitchen staff, should be provided. Individual lockers for the use of kitchen staff may be required.
- 9) The type of food service program operated by the school will depend on the site location of the school and the ease with which deliveries can be made. Site therefore influences the type of kitchen facility that will be needed and the type of equipment that should be purchased. Thus, if a school is in a rural area, daily deliveries from a central kitchen may be impractical, and a fully equipped, independent kitchen may be a necessity. Also, a remote location may call for the installation of large freezers for the storage of food that would not be necessary in a suburban school to which deliveries can be quickly and easily made.
- 10) If the preparation and packaging of food is done at a remote location outside the school, the elaborate cooking, service, and clean-up facilities described above may not be required.

For more information about food-services facilities design, see the Maryland State Department of Education's *School Food and Nutrition Service* (1996).

O. Other Facility Areas

Sufficiency Standards—Other Facility Areas

- 1) *Administrative space.* A school facility shall have space to be used for the administration of the school. The space shall consist of a minimum of 150 net sf, plus 1 net sf/student of the planned school program capacity.
- 2) *Faculty workroom/lounge.* A school facility shall have workspace/lounge available to the faculty. This space is in addition to any workspace/lounge available to a teacher in or near a classroom. The space shall consist of 1 net sf/student of the planned school program capacity with no less than 150 net sf. The space may consist of more than one room and may have more than one function. This space shall include a break area with a sink.
- 3) *Health services.* (COMAR 13A.01.02.05 and 13A.05.05.10A) A school facility shall have a dedicated health services space with areas for waiting, examination and treatment, resting, storage, and an accessible toilet room. There shall be a separate room for private consultations and for use as a health

service professional's office. Provide lockable cabinets for medical records and medications and at least one sink in addition to the sink in the toilet room. All sinks must provide both hot and cold water. Provide a minimum of 500 net sf.

4) Pupil services. (COMAR 13A.05.05) A school shall provide a coordinated program of pupil services for all students which shall include, but not be limited to, school counseling, pupil personnel, school psychology, and health services. The school facility shall provide a minimum of 120 net sf for each discipline, except school health services, staffed with greater than a 0.5 full time professional.

Supportive Practices—Other Facility Areas

- 1) Administrative Space: Provide space for the basic administrative functions concerned with the operation of the school. This area should be located near the main entrance of the school where it is easily accessible to visitors and close to parking areas, with a suitable reception area readily available to students, teachers and visitors. Appropriate display areas should be available to display student art and other school artifacts. The administration offices should be accessed directly through the administrative reception area. The principal's office should be accessible from within the main office area as well as directly from the main corridor and commons areas. Additional considerations for the administrative space should include:
 - a) Ample and conveniently located storage.
 - b) Conferencing space.
 - c) Secure place for permanent records (fireproof file storage). (REQUIRED)
 - d) A small safe.
 - e) All appropriate building infrastructure for telecommunications and technology.
 - f) Mail rooms/workrooms.
 - g) Acoustically-separated small meeting or conference spaces for specialized staff use.
 - h) Staff toilets and coat closet.
 - i) A waiting area.
- 2) Counseling: In elementary schools these services may be only needed on a part-time basis but space for both individual and small group consultation sessions is recommended. Middle and high schools typically require space for full-time counseling staff and usually employ the services of several counselors depending on school size. Small schools may have only one counselor. Part-time counseling services may be provided on a shared-schedule basis in another office. Students should feel secure and comfortable in accessing and utilizing the counseling area.
- 3) Student Health: Provide space for activities including maintaining student health records, treating minor injuries, conferencing with students and parents, conducting health screening activities,

immunizations and conferring with other health professionals, teachers and administrators. Additional considerations are as follows:

- a) The Health Suite should have its entry door off a main corridor in the school and close to a main entrance for quick access in cases of emergency. Ideally, it should be adjacent to the administrative office with a secondary entrance for ease of access when the nurse may need additional staff support.
- b) The Health Suite needs to efficiently accommodate large numbers of student visits in a short period of time. The placement of the suite's entrances and treatment area should allow a flow of circulation for ease of medication distribution and prompt treatment.
- c) At a minimum, a health suite should have a separate space that can serve as the health professional's office and consultation/examination room. This should be acoustically separate from the waiting, treatment, and rest areas so that the health practitioner can discuss a student's health concerns in private. However, it must be positioned in the suite and with glazing to allow the health professional to have clear sight lines to all areas of the suite—particularly its entrance, waiting, rest, and treatment areas. This office should have a phone.
- d) There should be sufficient space to conduct eye examinations (minimum of 20 feet).
- e) The rest areas should be open but have privacy curtains that can be closed when needed. A wall separating the rest areas for male and female students is recommended in secondary schools.
- f) Locked file cabinets shall be available for storing health records and medications.
- g) Any examination space must include a sink.

For more information about school health-services facilities design, see the Maryland State Department of Education's *School Health Services: A Facility Planning and Design Guide for School Systems* (2002).

- 4) Faculty Workspace/Teacher Lounge: Locate near the administrative hub of the facility. The atmosphere of the lounge should be relaxing and comfortable. The room should invite relaxation and informal communication, as well as provide an atmosphere of work-related collaboration. The space should be provided to accommodate the following:
 - a) A sink;
 - b) A break area with comfortable chairs and tables;
 - c) Technology access (Internet, etc.); and
 - d) Where feasible, a small private space should be provided for private telephone calls.
- 5) Parent Workspace: Parents are encouraged to form active partnerships with schools to assist with planning and carrying out school activities. This space should have:

- a) Small group meeting capabilities;
 - b) Space to house parent coordinator or volunteers to coordinate school outreach activities;
 - c) Storage space; and
 - d) Easy access to administration and outside entrance.
- 6) School-Based Health Center (SBHC): In addition to the general student health area, a school may be eligible to incorporate a school-based health center. SBHCs provide primary and behavioral health care including substance abuse treatment. Services are available to all students/clients regardless of ability to pay. The oversight and distribution of state funding for the Maryland SBHC program is monitored by the Maryland State Department of Education, Division of Student Services, Academic Enrichment, and Educational Policy - Student Services and Strategic Planning Branch. Additional funding sources include the Maryland Department of Health and local funding sources. The Maryland Department of Health, Office of Health Services provides oversight for the Medicaid billing process for SBHC Programs. The SBHC is operated by contracted health professional partners and groups who may be subject to additional accrediting requirements and regulations pertaining to facilities. Each state SBHC is classified to provide one of three levels of service (Level 1, 2 or 3) depending upon staffing capabilities and arrangements. Some SBHCs are designed to serve a client base which extends beyond the school campus and into the surrounding community. The SBHCs and schools work as cooperative partners serving the needs of the students and the community.

When planning an SBHC, it is important to identify the anticipated level of the program, the professional-service providers, and whether or not services will extend into the community. The SBHC must have qualities of privacy, safety and comfort and should be convenient to accessible student pathways, parking and emergency vehicle access. Proximity to the school nurse's area is preferred, dependent upon that area's location on campus. Sharing of the center's waiting area with the general student health center waiting area may also be considered. Confidentiality in accessing SBHC services must be fostered by the location on campus and the design. The location should be inclusive without impairing the student's perception of privacy when traveling to and visiting the center. Locating the SBHC in proximity to administration and/or security staff offices is not recommended. Interior provisions for privacy and confidentiality are necessary and can be achieved through the use of visual screening and sound transmission control. Other important considerations are security of records, medications, instruments, etc., maintaining hygiene and the proper disposal of clinical waste. The private areas of the SBHC should be designed as a suite of spaces that can be entirely secured after-hours or when not in use.

An SBHC should include a waiting/reception room, a business office for coordinator or provider, exam rooms, a behavioral health office and group counseling room (if part of the program), a pharmacy area, a laboratory area with toilet room nearby, and general storage and medical-record storage.

More detailed programmatic information is available from the Maryland State Department of Education, Division of Student Services, Academic Enrichment, and Educational Policy - Student

Services and Strategic Planning Branch and in the Maryland School-Based Health Center Standards (April 2006) published by the Maryland School-Based Health Center Advisory Council.

P. Building-Support Spaces

Sufficiency Standards—Building-Support Spaces

For storage, at least 1 net sf/student of the planned school program capacity may be distributed in or throughout any type of room or space, but may not count toward required room square footages. General storage must be securable and include textbook storage.

Each school shall designate 0.5 net sf per student of the planned school program capacity for maintenance and janitorial space. Janitorial space shall include a janitorial sink.

Supportive Practices—Building-Support Spaces

- 1) General storage is typically dispersed throughout the facility and receiving areas should be located where easily and safely accessed for deliveries without disrupting other normal school traffic.
- 2) The number and locations of such areas are dependent upon the scale of the facility and the limitations of the systems or functions provided. For example, custodial space should be provided to allow for reasonable access to a mop sink and supplies in every major building area.
- 3) It is essential that custodial and grounds maintenance storage be sufficient in size, properly located, and separate from general storage and mechanical/electrical rooms. Safe storage of potentially hazardous cleaning materials, fuels, etc. is mandatory. Code compliance in rooms with mechanical and electrical equipment requires that general and custodial storage not be accommodated within these spaces.
- 4) Provide an access hatch to the roof that is accessible within a lockable storage, custodial, or mechanical space.
- 5) Provide secure filing space for building maintenance documents, training videos, handbooks, and manuals.
- 6) General design considerations related to building maintenance are as follows:
 - a) Where there will be above-ceiling space for mechanical and electrical system components, design spaces for convenient installation and maintenance of fixtures and equipment. Provide access panels in ceilings and include doorways for large chase spaces to facilitate maintenance and repair work.
 - b) Make sure there is proper lighting in all support spaces.

- c) When planning rooms for specialized data and telephone electronics equipment, work closely with the appropriate specialists to determine room sizes, clearances and any critical ventilation requirements to handle the heat buildup from this equipment. Louvers in interior doors are not recommended. Use ducted transfer ventilation or undercut doors. Consider any other special requirements such as needed to prevent or reduce dust infiltration.

Q. Circulation, Entryways, and Commons

Supportive Practices—Circulation, Entryways, and Commons

- 1) Key points to consider when designing *hallways* and *entries* are as follows:
 - a) Exit-way widths are prescribed in the code, and can be increased to allow for locker installations.
 - b) Exit ways should be carefully laid out to provide a simple, clear, supervised way out of all school facilities.
 - c) Openings to outdoor areas may include vestibules and airlocks.
 - d) If interior windows are provided between classrooms and corridors, install blinds to allow visual control capability.
- 2) Key points to consider when designing *commons* are as follows:
 - a) The student commons can be a central location in the school where students can congregate for relaxation, conversation, committee meetings, study and snacks. Its purpose is to nurture social and personal as well as academic advancement and to provide for student-teacher interchange in an informal atmosphere. It is normally provided only in secondary facilities and may be a repetitive feature in schools designed for learning academies.
 - b) Although the student commons should be centrally located – perhaps in conjunction with a library, auditorium or dining area – it should be somewhat secluded.
 - c) Commons space may be dispersed among the various “houses” and associated with grade levels and/or academies.
 - d) It should always be available for use and furnished as a place for informal study and socializing.
 - e) Snacking facilities may be incorporated within or adjacent to the area.

Resources

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Myers, Nancy, Ed.D., R.E.F.P, and Robertson, Sue, R.E.F.P., *Creating Connections: CEFPI Guide for Educational Facility Planning* (2004), available under Publications at www.a4le.org.

National Center for Safe Routes to School, *Safe Routes to School Guide: Student Drop-off and Pick-up Strategies* (2007), available at <http://guide.saferoutesinfo.org/index.cfm>.

National Clearinghouse for Educational Facilities Resource Lists. View online at: <http://www.ncef.org/>.

U.S. Environmental Protection Agency, Smart Growth and School Siting resources, available at <https://www.epa.gov/smartgrowth/smart-growth-and-school-siting>.

Appendices

Appendix A: Accessibility and Universal Design

The Maryland Building Code has adopted accessibility codes for all public buildings. Compliance with the Americans with Disabilities Act (ADA) is a requirement for all public schools. Further, in 1997 the Individuals with Disabilities Education Act (IDEA) was amended to strengthen, to the maximum extent possible, the right of students with disabilities to be educated with non-disabled students (mainstreaming). Once relegated to special needs classrooms or specialized facilities, an increasing number of students with moderate, severe and even profound disabilities are now requiring full accessibility to public school facilities at all grade levels. Accordingly, issues of accessibility are a fundamental component of public school facility design. The final decision on interpretation of accessibility requirements shall be according to the State of Maryland Building Code.

The following issues should be considered with regard to accessibility in public schools:

Universal Design. Pursuing universal design principles results in easier access and increased safety for all users. The expansion of school-based programs means an increase of users ranging from preschoolers to senior citizens. The application of universal design principles can allow a wider range of users' access to a facility.

Versatile Classroom Space. Classrooms that provide a variety of choices in the physical environment can be important in meeting the needs of students with a wide range of disabilities. The creation of alcoves and use of varying ceiling heights to define space separations within the classroom can aid students with emotional disabilities and those with attention disorders who require greater physical and/or acoustic separation between activities to reduce distractions. Modular furniture can also lend an element of versatility to the classroom. Data outlets should be dispersed throughout a classroom rather than clustered.

Minimized Travel Distances. It is important to minimize the distance any student travels from one destination to another, especially for students with disabilities. Gymnasiums, libraries, music and art classrooms and elevators should all be centrally located to reduce travel distances. In multi-story facilities, it may be necessary to provide more than one elevator to provide reasonable travel distances.

Integration of General and Specialty Classrooms. To the extent possible, specialized education spaces should not be isolated or clustered in a single area of the building, but dispersed throughout the school.

Outdoor Areas. Accessibility issues are not limited to the facility but should be extended to include the entire site. Far too often playgrounds and other outdoor areas are inaccessible to students with disabilities. New federal guidelines address what types and to what extent playground components must be made accessible. Though the Department of Justice has not yet adopted these, they should be used as a guide. (The outdoor play area guidelines and all other regulations of the ADAAG and UFAS are available at <http://www.access-board.gov>.)

Classroom Acoustics. The acoustical quality of learning spaces is becoming a critical matter in today's schools. Designers should pay specific attention to the effect of noise-producing factors and absorption of noise generated within the learning space and of noise isolation between spaces. A good source of information on this subject is the publication entitled "Classroom Acoustics" issued by the Acoustical Society of America, available at <https://acousticalsociety.org/>.

In 2002, voluntary acoustic standards were adopted for classrooms serving students with hearing impairments, attention disorders, emotional disabilities and multiple disabilities. The background noise standard is set at a maximum of 35 dBA with a reverberation time standard in an unoccupied classroom of 0.5 seconds for classroom volume under 10,000 cubic feet, 0.6 seconds for volumes between 10,001 and 20,000, and reverberation times of 1.5 seconds for classrooms with volumes exceeding 20,001 cubic feet.

For classrooms serving mainstream students the background noise standard is set at a maximum of 45 dBA for new construction and renovation projects, with a reverberation time standard in an unoccupied classroom of 0.6 seconds for classroom volume under 10,000 cubic feet, 0.7 seconds for volumes between 10,001 and 20,000, and reverberation times of 1.5 seconds for classrooms with volumes exceeding 20,001 cubic feet.

Special attention shall be given to noise isolation of and between classrooms and noisy adjacencies as outlined in ANSI S12.60 - 2002.

Building Security. The general trend toward controlling access to keep unauthorized individuals from entering schools can also serve to keep students with disabilities, such as autism and emotional disabilities from leaving the school building. Such students are prone to leaving the school building unsupervised and risking harm to them. Access to areas such as storage rooms and mechanical areas with potentially dangerous equipment or supplies presents other security issues worthy of consideration.

Appendix B: Expenditures Ineligible for State Funding

- 1) COMAR § 23.03.02.12 lists the expenditures that are ineligible for state funding:
 - a) Site acquisition;
 - b) Offsite development costs except those listed as eligible in Regulation .11 of this chapter;
 - c) Architecture, engineering, or other consultant fees, except as permitted by Regulation .10 of this chapter;
 - d) Master plans, feasibility studies, programs, educational specifications, or equipment specifications;
 - e) Projects proposed in buildings or portions of buildings that have been constructed or renovated within 15 years, except that a building or portion of a building in which a limited renovation was performed is eligible for additional work within 15 years of the date that the limited renovation construction was completed;
 - f) Systemic renovation projects to replace, upgrade, or renovate building systems that have been replaced, upgraded, or renovated within 15 years.
 - g) Ancillary construction costs such as: (1) Permits; (2) Test borings; (3) Soil analysis; (4) Bid advertising; (5) Water and sewer connection charges; (6) Topographical surveys; (7) Models; (8) Renderings; or (9) Cost estimating;
 - h) Leasing or purchasing school facilities except as provided in COMAR 23.03.05;
 - i) Construction inspection services;
 - j) Relocation costs for site occupants;
 - k) Salaries of local employees;
 - l) Construction of administrative or support facilities, including regional or central administrative offices, warehousing, resource, printing, vehicle storage, and maintenance facilities;
 - m) Movable equipment, furnishings, and artwork as defined by the IAC;
 - n) Maintenance; and
 - o) Temporary storage.

Appendix C: Gross Area Baselines in Gross Square Feet (GSF)/GSF per Pupil

- 1) Reference. Code of Maryland Regulations 23.03.02.06.
- 2) Gross Area Baselines in Gross Square Feet (GSF)/GSF per Pupil

for Elementary Schools (Grades PK - 5)		
Est. Total Projected Enrollment	Baseline GSF per Student	Baseline Total Facility GSF
300 or fewer	141	
350	140	49,000
400	136	54,400
450	131	58,950
500	127	63,500
550	122	67,100
600	120	72,000
650	117	76,050
700	114	79,800
750	112	84,000
800	110	88,000
850	108	91,800
900	106	95,400
950	105	99,750
1,000 or more	105	

for Middle Schools (Grades 6 - 8)		
Est. Total Projected Enrollment	Baseline GSF per Student	Baseline Total Facility GSF
600 or fewer	145	
650	144	93,600
700	142	99,400
750	141	105,750
800	140	112,000
850	138	117,300
900	136	122,400
950	135	128,250
1000	134	134,000
1050	133	139,650
1100	132	145,200
1150	131	150,650
1200	130	156,000
1250	129	161,250
1,300 or more	128	

for High Schools (Grades 9 - 12)						
Est. Total Projected Enrollment	Baseline GSF per Student	Baseline Total Facility GSF		Est. Total Projected Enrollment	Baseline GSF per Student	Baseline Total Facility GSF
800 or fewer	160			1600	154	246,400
850	160	136,000		1650	154	254,100
900	159	143,100		1700	153	260,100
950	159	151,050		1750	153	267,750
1000	158	158,000		1800	153	275,400
1050	158	165,900		1850	153	283,050
1100	157	172,700		1900	152	288,800
1150	157	180,550		1950	152	296,400
1200	157	188,400		2000	152	304,000
1250	156	195,000		2050	151	309,550
1300	156	202,800		2100	151	317,100
1350	156	210,600		2150	151	324,650
1400	155	217,000		2200	150	330,000
1450	155	224,750		2250	150	337,500
1500	154	231,000		2300	150	345,000
1550	154	238,700		2350 or more	149	350,150

- 3) In General. These total GSF baselines are for determining state funding participation. They are intended to support all of the spaces required to deliver the educational programs required by the State of Maryland and to encourage multiple uses of spaces and other utilization-maximizing strategies that can reduce facility size and therefore the long-term costs of ownership. An LEA may challenge these baselines for a given project on a case-by-case basis through an application for consideration by the IAC for a variance. As part of such an application, the LEA shall provide information sufficient that the IAC staff can analyze the proposed spaces and uses on a program-by-program basis.
- 4) Special Education. For the purpose of determining state-funded Gross Area Baselines, special-education students in MSDE LRE categories C, S, and W in grades PK through 8 are counted separately and assigned 180 GSF each instead of the baseline GSF per student. Special-education students in MSDE LRE categories C, S, and W in grades 9 through 12 are counted separately and assigned 200 GSF each instead of the baseline GSF per student.
- 5) Career and Technology Education (CTE). For the purpose of determining state-funded Gross Area Baselines, students in grades 9 through 12 who are in career and technology education programs are counted separately and assigned 210 GSF each instead of the baseline GSF per student.
- 6) Combination Schools. For schools with grade configurations not matching the above tables, please contact the IAC staff for a customized calculation of gross area baselines.
- 7) Alternative Education – separate school. The gross area baseline will be determined by program offerings, with an allowance for administration, support, circulation, mechanical system, etc. The baseline shall not exceed 225 gross square feet per full time equivalent student.
- 8) Auditorium. An auditorium may be designed within the gross area baseline. No additional area allowance will be made to increase the maximum square footage or State funding for an auditorium.
- 9) Auditorium Addition – constructed as a separate project. The gross area baseline will be determined on a case by case basis.
- 10) Career and Technology Education – separate school. The gross area baseline will be determined by program offerings, with an allowance for administration, support, circulation, mechanical system, etc. The baseline shall not exceed 240 gross square feet per full time equivalent student.
- 11) Cooperative-Use Space. The gross area baseline will be determined by program offerings with an allowance for support space. Cooperative use space is above and beyond the size of school function areas typically provided by the LEA. The baseline shall not exceed 3,000 gross square feet.
- 12) Fine-Arts High School. The gross area baseline will be determined by program offerings, with an allowance for administration, support, circulation, mechanical system, etc. The gross area baseline will be determined on a case by case basis.

- 13) Gymnasium – constructed as a separate project.
- a) Elementary - The gross area baseline will be determined by program offerings with an allowance for storage, toilet, mechanical system, circulation, and other support spaces. The maximum shall not exceed 6,500 gross square feet per gymnasium designed for one teacher and one class and 11,000 gross square feet per gymnasium designed for simultaneous use by two teachers and two classes.
 - b) Secondary - The gross area baseline will be determined on a case by case basis.
- 14) High School Science – constructed as a separate project. The gross area baseline shall be determined by program offerings with an allowance for preparation, storage, mechanical system, circulation, and other support spaces. The baseline shall not exceed 2,200 gross square feet per classroom/laboratory.
- 15) Kindergarten and prekindergarten – constructed as a separate project. The gross area baseline shall be determined by program offerings with an allowance for lecture, laboratory, preparation, storage, mechanical system, circulation, and other support spaces. The baseline shall not exceed 1,800 gross square feet per classroom.
- 16) Special Education – public separate day school. The gross area baseline will be determined by program offerings, with an allowance for administration, support, circulation, mechanical system, etc. The gross area baseline will be determined on a case by case basis.

Appendix D: Natural Lighting in the Classroom

A substantial percentage of the energy use in Maryland public schools goes toward lighting the facilities. The proper use of natural lighting in the classroom can help to reduce overall energy use. Recent studies have shown that daylight in the classroom can also have a positive effect upon human psychology and performance. A number of studies have demonstrated a direct correlation between increased daylight exposure in the classroom and increased test scores on standardized tests for students at all grade levels. Properly designed daylighting systems can be both aesthetically pleasing and cost-effective to integrate into building design. Successful daylighting solutions in schools include translucent wall panels and clerestory light monitors with operable shading devices. Any solution needs to consider the problems of glare and the distribution of usable light.

In selecting window types, sizes, and locations, consider safety, security, the potential of distracting views to the outside, and any necessity for visual monitoring. Properly selected blinds or shades are typically useful in controlling natural light and views to the outside and classroom interior. Avoid window coverings and windows that introduce visual patterns that are distracting to students. Consider the need for a certain level of room-darkening for audio/visual presentations. Black-out shades are not recommended except where absolutely necessary.

END OF DOCUMENT

Item VIII. Educational Specifications Total Cost of Ownership Information

Motion:

To require, beginning July 1, 2019, that estimated total cost of ownership information be submitted by the LEAs to the IAC and the Maryland State Department of Education with Educational Specification submittals in a tool developed by IAC staff with input from LEAs.

Background Information:

HB 1783 (2018) created the Workgroup on Educational Specifications, which has met four times since November and has two additional meetings scheduled on May 15th and May 23rd to finalize their recommendations. Early in the Workgroup's discussion, it became clear that an emphasis on the Total Cost of Ownership, rather than only the first cost to construct a facility, is critical to creating an educationally sufficient and fiscally sustainable portfolio of schools.

IAC staff recommends that beginning July 1, estimated total cost of ownership is required as part of the information submitted by the LEAs with their educational specifications. Ed Specs are developed prior to design to guide facility design decisions and are submitted to the IAC and reviewed by the Architects in the School Facilities Branch of MSDE. This information will provide early insight into the long term costs of early facility decision.

One example of a potential tool is attached for your information. If this requirement is approved, IAC staff will work with the LEAs to determine the final estimation tool.

DRAFT IAC Ed Spec - Total Cost of Ownership - ESTIMATE TOOL

School Name: EdSpec WG Academy

LEA: Maryland County

PROJECT 1ST COSTS OF BUILDING SCHOOL FACILITY	Local	State CIP	Total
Total Project Cost	\$30,611,600	\$14,288,400	\$44,900,000
Per Student with Design Capacity (800 students)			
Excluding Soft Costs	\$30,890	\$17,861	\$48,750
With all Project Costs	\$38,265	\$17,861	\$56,125
Per Student with Current Enrollement (550 students)			
Excluding Soft Costs	\$44,930	\$25,979	\$70,909
With all Project Costs	\$55,657	\$25,979	\$81,636
<u>What If</u> - with IAC MGAA (108 GSF/student) and Design Capacity (800)			
Total Project Cost	\$28,171,600	\$14,288,400	\$42,460,000
Per Student excluding Soft Costs	\$24,260	\$17,861	\$42,120
Per Student with all Project Costs	\$35,215	\$17,861	\$53,075

COST OF FACILITY OWNERSHIP (on top of 1st Project Cost)	Local	State CIP	Total
Routine Maintenance and Operations 2% of MACC w/o Capital Maintenance or Sinking Fund			
Annual Cost	\$780,000	\$0	\$780,000
30-year Cost Total	\$23,400,000	\$0	\$23,400,000
30 year Cost per Student (Design Capacity)	\$29,250	\$0	\$29,250
All Required Maintenance and Operations 4% of MACC w/o Sinking Fund			
Annual Cost	\$1,170,000	\$390,000	\$1,560,000
30-year Cost Total	\$35,100,000	\$11,700,000	\$46,800,000
30 year Cost per Student (Design Capacity)	\$43,875	\$14,625	\$58,500

Project Information

IAC Maximum Eligible Students	700	
Student Design Capacity (Project #)	800	
Current Student Enrollment	550	
Grades Served	K-6	
Project Gross Square Feet (GSF)	100,000	
Project GSF Per Student	125.0	
IAC GSF Per Student	108.0	
IAC Maximum Eligible Gross Area	75,600	
IAC Eligible Square Foot Cost	\$378	
IAC Maximum Eligible Funding	\$28,576,800	
IAC Maximum State Participation	50%	
IAC Maximum Project Funding	\$14,288,400	
FTE Teachers	50.0	
FTE Other Personnel	30.0	
Teacher : Student Ratio (w/design capacity)	16.0	800
All FTE : Student Ratio (w/design capacity)	10.0	800

Max Allowable Const Cost (MACC)

		Local	State	Total
Project Cost without Soft Costs	Contract	\$24,711,600	\$14,288,400	\$39,000,000
Square Foot Cost to Build	\$390			MACC

Project Soft Costs (in addition to MACC)

Long Range Planning	Cost	\$20,000		\$20,000
Design Cost (% of MACC)	6%	\$2,340,000		\$2,340,000
Land	Cost	\$3,500,000		\$3,500,000
Demolition	Cost	\$0		\$0
Off-site Infrastructure	Cost	\$1,200,000		\$1,200,000
FF&E (4-7% of MACC)	6%	\$2,340,000		\$2,340,000
Total Soft Costs		\$5,900,000		\$5,900,000

Total Project Costs	\$30,611,600	\$14,288,400	\$44,900,000
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Annualized Costs of Ownership (% of MACC) or Calculated Life Cycle Costs

Annual M&O				
4% Routine, Emergent, Utilities and Custodial	2%	\$780,000		\$780,000
Annual Capital Maintenance (Systemics , Major Repair, Program Support/Modernize/Additions)	2%	\$390,000	\$390,000	\$780,000
Facility Replacement or Renewal "Sinking Fund"	2%	\$ 780,000		\$780,000

Item IX. Adoption of COMAR Revisions

Motion:

To approve the recodification of COMAR 23.03 to COMAR 14.37 and amendments to the regulations as identified.

Background Information:

2018's HB 1783 revised statute to require that the IAC, rather than the Board of Public Works, establish regulations to govern the Public School Construction Program. Additionally, changes in the bill require subsequent regulatory changes.

Attached for your consideration are proposed revisions to COMAR. Proposed changes were included in the IAC agenda for the August 30, 2018 IAC meeting and have subsequently been revised based upon LEA feedback. The IAC solicited LEA input on several iterations of the documents which were distributed to the LEAs on September 5, 2018, November 27, 2018, January 16, 2019, and in their current form on April 17th, 2019.

Based upon feedback from the LEAs and legal counsel, some notable changes from the August 30 version of the document include:

- An increase in the time the LEA can request reconsideration of an IAC decision from 30 to 45 days;
- Clarification that the Local Education Agency, rather than local emergency management officials, must determine which schools will be designated as emergency shelters;
- Clarifications to best value procurement as required by HB 1783;
- Removal of year-specific State Cost Share Percentages, which will be adopted by the IAC every 2 years as required;

The goal of these revisions was primarily to comply with changes to statute, with two notable exceptions. Staff recommends that the COMAR be revised to:

1. Allow LEAs with available contingency to request a project cost increase on a systemic project if bids are higher than expected and apply contingency to fund the difference; and
2. Allow LEAs that are not "One Maryland Counties" to be eligible for increases to the Maximum State Allocation if they can demonstrate that the additional cost is necessary to support the programmatic requirements of the school.

These two changes will allow the LEAs and the IAC considerably more flexibility to meet funding needs.

After this preliminary approval, proposed COMAR changes will be submitted to the Joint Committee on Administrative, Executive, and Legislative Review (AELR) and will be published in the Maryland Register, which will mark the beginning of a 30-day public comment period before coming back to the IAC for a final approval.

Title 14

INDEPENDENT AGENCIES

Subtitle 37 INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION

The Interagency Commission on School Construction proposes to:

(1) Recodify:

- (a) **COMAR 23.03.01** to be **COMAR 14.37.01**
- (b) **COMAR 23.03.02** to be **COMAR 14.37.02**
- (c) **COMAR 23.03.03** to be **COMAR 14.37.03**
- (d) **COMAR 23.03.04** to be **COMAR 14.37.04**
- (e) **COMAR 23.03.05** to be **COMAR 14.37.05**
- (f) **COMAR 23.03.06** to be **COMAR 14.37.06**

(2) Amend Regulation **.01** under **COMAR 14.37.01 Terminology**

(3) Amend Regulations **.01, .03, .05— .07, .09, and .22—.29**, repeal Regulations **.01** and **.10**, amend and recodify existing regulations **.01-1, .12, .13, .14, .15, .16, .18, and .19**, to be Regulations **.01, .11, .12, .13, .14, .15, .17, and .18**, respectively, adopt new regulation **.19**, and recodify existing Regulations **.11** and **.17** to be Regulations **.10** and **.16** under **COMAR 14.37.02 Administration of the Public School Construction Program**

(4) Amend Regulations **.01, .05— .07, and .09** under **COMAR 14.37.03 Construction Procurement Methods**

(5) Amend Regulations **.01** and **.04— .06** under **COMAR 14.37.04 Project Delivery Methods**

(6) Amend Regulations **.01** and **.04** and repeal regulations **.05—.12** under **COMAR 14.37.05 Alternative Financing**

Title 14

INDEPENDENT AGENCIES

Subtitle 37 INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION

[23.03.01] 14.37.01 Terminology

Authority: Education Article, §§4-126, 5-112, and 5-301—321, Annotated Code of Maryland

.01 Definitions

A. (text unchanged)

B. Terms Defined.

[(1) Architectural Services.

(a) "Architectural services" means professional or creative work that:

- (i) Is performed in connection with the design and supervision of construction or landscaping; and
- (ii) Requires architectural education, training, and experience.

(b) "Architectural services" includes:

- (i) Consultation, research, investigation, evaluation, planning, programming, architectural design, and preparation of related documents;
- (ii) Coordination of services furnished by structural, civil, mechanical, and electrical engineers and other consultants;
- (iii) Construction administration to ensure adherence to design and building standards;
- (iv) Construction inspection services; and
- (v) Project close-out services.]

[(2)] (1) "Best Value" means the expected outcome of a procurement that provides the greatest overall benefit in response to the requirement *with consideration given to the quantities involved, the time required for delivery, the purpose for which required, the competency and responsibility of the bidder, the ability of the bidder to perform satisfactory service, the plan for utilization of minority contractors, and the price offered by the bidder.*

[(3)] (2)—[(15)] (14) (text unchanged)

[(16) Engineering Services.

(a) "Engineering services" means professional or creative work that:

- (i) Is performed in connection with utilities, structures, buildings, machines, equipment, and processes; and
- (ii) Requires engineering education, training, and experience in the application of special knowledge of the mathematical, physical, and engineering sciences.

(b) "Engineering services" includes consultation, research, investigation, evaluation, planning, programming, design, preparation of related documents, and inspection of construction for the purpose of interpreting and assuring compliance with specifications and design within the scope of inspection services.

(c) "Engineering services" does not include the inspection of construction not requiring engineering training.]

[(17)] (15) (text unchanged)

(16) "*Forward-funded project*" means a school construction project that the State has approved for planning and for which the LEA has paid some portion of the State share with local funds.

(17) "*Free and reduced-price meal percentage*" means the number of students eligible in the previous year for free and reduced-price meals, divided by the full-time equivalent enrollment from the previous year.

(18) "*Funding approval*" means pending the availability of funds, the State commits to fund, in the next fiscal year, the entire or a portion of the State share of eligible costs for a school construction project.

[(18)] (19) (text unchanged)

[(19)] (20) (text unchanged)

[(20)] (21) "High performance school" has the same meaning as a high performance building defined in Title 3, Subtitle 6 of the State Finance and Procurement Article :

(a) A school building that meets or exceeds the current version of the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) for schools green building rating system silver rating; or

(b) A school building that achieves at least a comparable numeric rating according to a nationally recognized, accepted, and appropriate numeric sustainable development rating system, guideline, or standard approved by the Secretary of Budget and Management and the Secretary of General Services[.]; or

(c) A school building that complies with a nationally recognized and accepted green building code, guideline, or standard reviewed and recommended by the Maryland Green Building Council and approved by the Secretary of Budget and Management and the Secretary of General Services.

(22) “Locally funded project” means a school construction project that has been designed, built, or occupied prior to the State approval of planning.

[(21)] (23) IAC means the Interagency [Committee] Commission on School Construction

[(22)] (24)—[(25)] (27) (text unchanged)

[(26)] “Lease-leaseback” means an arrangement in which a private entity undertakes a public school construction project on property leased from, and subleased back to, an LEA on condition that the property leased from the LEA reverts to the LEA upon a date certain.]

[(27)] (28)—[(31)] (32) (text unchanged)

[(32)] (33) (text unchanged)

[(33)] “Performance-based contracting” means an agreement in which the LEA and a private entity enter into a contract such as an energy-performance contract funded by guaranteed savings over a specific time period.]

(34) “Planning approval” means pending the availability of funds, the State commits to fund a project, in some future fiscal years, the State share of eligible costs for a school construction project.

[(34)] (35)—[(36)] (37) (text unchanged)

[(37)] “Public-private partnership” means an arrangement in which the LEA and a private entity enter into a shared use arrangement of one or more portions of one or more public school facilities in return for public school property enhancements, or revenue, or both.]

(38)—(43) (text unchanged)

[(44)] “Sale-leaseback” means an arrangement in which a private entity undertakes a public school construction project on property purchased from, and leased back to, an LEA, if the following conditions are met:

(a) The property purchased from the LEA reverts to the LEA upon a date certain;

(b) The LEA and the county have determined that the property is eligible for conveyance, under Education Article, §§4-114(c)(3) and 4-115, Annotated Code of Maryland; and

(c) The IAC and the Board of Public Works approve the conveyance.]

[(45)] (44)—[(47)] (46) (text unchanged)

[(48)] (47)— [(50)] (49) (text unchanged)

[23.03.02] 14.37.02 Administration of the Public School Construction Program

Authority: Education Article, §§4-126, 5-112, and [5-301] 5-303; State Finance and Procurement Article, §5-7B-07; Annotated Code of Maryland

[.01-1] .01 Facility Database.

The LEA shall update the IAC facility [database] *inventory* when a State-funded project is substantially complete.

.02 Local Educational Facilities Master Plan.

A.—D. (text unchanged)

E. The IAC may [recommend to the Board of Public Works the disapproval] *disapprove* [of] any school construction project that is not consistent with the plan of record.

.03 Capital Improvement Program.

A. Local Submissions.

(1) (text unchanged)

(2) Annually by the date the IAC specifies, each LEA with approval from its local board shall submit to the IAC a local capital improvement program [for the 5 years following the next fiscal year.

(3) The annual and the subsequent 5-year local capital improvement programs] which shall be:

(a)—(b) (text unchanged)

B. – C. (text unchanged)

D. Preliminary State Capital Improvement Program.

(1) By December 31 annually, the IAC shall [submit to the Board of Public Works] *approve* a preliminary State capital improvement program for the following fiscal year that:

(a) (text unchanged)

(b) [Recommends] *Identifies* a maximum State construction allocation for each project; and

(c) (text unchanged)

(2) A systemic renovation project solicited before [Board of Public Works] *IAC* approval is ineligible for State funding.

[(3) Board of Public Works Approval. The Board of Public Works shall review the IAC recommendation, modify it as appropriate, and approve a preliminary State capital improvement program that may not exceed 75% of the preliminary school construction allocation.]

E. Interim State Capital Improvement Program [Recommendation; IAC Recommendation.]

(1) Before March 1 of each year, the IAC shall submit to [the Board of Public Works,] the presiding officers and the budget committees of the General Assembly[,] and the Department of Legislative Services an interim State capital improvement program that totals 90 percent of the anticipated final capital budget by proposing:

- (a)—(d) (text unchanged)
- (e) A [recommended] maximum State construction allocation for each project.
- (2) The IAC [recommendation] shall take into account:
 - (a)—(e) (text unchanged)
- (3) A systemic renovation project solicited before [Board of Public Works] IAC approval is ineligible for State funding.

F. Final State Capital Improvement Program.

(1) IAC [Recommendation] Approval.

(a) After *May 1 and before June 1*, provided that the capital budget is approved during the regular General Assembly Session, [the school construction capital budget is finalized for the following fiscal year,] the IAC shall [submit to the Board of Public Works] *approve* a final State capital improvement program that identifies new construction projects, including replacement schools and additions, renovation projects, including limited renovation projects, systemic renovation projects, and relocatable facilities recommended for planning approval or funding approval and that [recommends] *identifies* a maximum State construction allocation for each project.

(b) The [recommendation] *approval* shall take into account:

- (i)—(vi) (text unchanged)

(c) A systemic renovation project solicited before [Board of Public Works] IAC approval is ineligible for State funding.

[(2) Board of Public Works Approval. The Board of Public Works shall review the IAC recommendation, modify it as appropriate, and approve a final State capital improvement program after May 1.]

G. Revisions. After [Board of Public Works] IAC approval of the final State capital improvement program, the program may be revised only upon IAC review and *approval*. [recommendation to the Board of Public Works and approval by the Board of Public Works.]

.05 State Cost Share Percentage.

A. (text unchanged)

B. Percentages.

(1) (text unchanged)

[(2) Repealed.

(3) For Fiscal Years 2019 *and* 2020, the State share percentages of public school construction funding for eligible costs of approved projects are as follows:

County	FY 2019
Allegany	85%
Anne Arundel	50%
Baltimore City	93%
Baltimore	56%
Calvert	53%
Caroline	81%
Carroll	59%
Cecil	66%
Charles	61%
Dorchester	76%
Frederick	64%
Garrett	50%
Harford	63%
Howard	55%
Kent	50%
Montgomery	50%
Prince George's	70%
Queen Anne's	51%
St. Mary's	58%
Somerset	100%
Talbot	50%
Washington	71%
Wicomico	97%

[(4)] (2) — [(5)] (3) (text unchanged)

C. Revisions to Percentages.

(1) By October [2010] 2018 and every [3] 2 years thereafter, the IAC shall [recommend to the Board of Public Works] approve the cost share percentage to be applied to projects submitted for approval in the Fiscal Year [2013 local CIP and every 3 years thereafter].

(2) – (3) (text unchanged)

.06 Maximum State Construction Allocation.

A.—C. (text unchanged)

D. The actual funding is based on the costs of approved contracts [and change orders for eligible expenditures,] and may be less than the maximum State construction allocation.

E. Maximum Gross Area Allowance.

(1) (text unchanged)

(2) The maximum gross area allowance per student is set by [the Board of Public Works upon recommendation of] the IAC *and may be adjusted by the IAC on a case by case basis, based upon presented evidence of program need.*

F. The average Statewide per-square-foot school building cost that applies to each annual capital improvement program:

(1)—(2) (text unchanged)

(3) May be adjusted by the IAC to reflect market conditions before submission of the final State capital improvement program. [, as described in Regulation .03D of this chapter.]

G. New Construction. The maximum State construction allocation for new construction is calculated according to either:

(1) The following formula:

(a) – (b) (text unchanged)

[(c) Then, add the contingency amount, figured as a percentage of the sum of §F(1)(a) and (b) of this regulation; and

(d)] (c) Finally, multiply by the State cost share percentage; or

(2) The estimated or actual cost of construction multiplied by the State cost share percentage, not to exceed the amount calculated in [§F(1)] §G(1) of this regulation.

H. Renovation.

(1) The maximum State construction allocation for projects proposed to renovate buildings or portions of buildings, 16 years old or older, is calculated according to either:

(a) The following formula:

(i) – (v) (text unchanged)

[(vi) Then, add the contingency amount, figured as a percentage of the sum of §H(1)(a)(iv) and (v) of this regulation]; and

[(vii)] (vi) (text unchanged)

(b) (text unchanged)

(2) Adjustments to Maximum State Construction Allocation for Renovation Projects. The IAC may [recommend to]:

(a)—(b) (text unchanged)

(3) (text unchanged)

I. Limited Renovation.

(1) (text unchanged)

(2) The maximum State construction allocation for a limited renovation is calculated [as follows:

(a) Multiply] *by multiplying* the estimated costs of construction, including site work, by the State cost share percentage. [; and

(b) Add to this product the contingency amount, figured as a percentage of §I(2)(a) of this regulation.]

(3) (text unchanged)

(4) Adjustments to Maximum State Construction Allocation for a Limited Renovation.

(a) The IAC may [recommend subtracting] *subtract* from the maximum State construction allocation funding approved for other projects not older than 15 years old at that school.

(b) (text unchanged)

(5)—(6) (text unchanged)

J.—L. (text unchanged)

M. Forward-Funded Project. If the maximum State construction allocation for a forward-funded project is calculated according to the formulas in §G, H, or I of this regulation, the following factors shall be applied:

(1) – (3) (text unchanged)

(4) For a limited renovation project, the amount of the awarded scope of work [plus contingency], not to exceed the maximum State construction allocation as developed in §H(1)(a) of this regulation.

[N. BRAC-Related Project.

- (1) An LEA may request that a project be designated as a BRAC-related project to:
- (a) Provide additional capacity; or
 - (b) Provide new or renovated space for educational programs in preparation for new jobs on military bases that are related to BRAC, as determined by the IAC or its designee.
- (2) A BRAC-related project shall meet the following criteria:
- (a) The school shall be located within a certified priority funding area;
 - (b) The school shall meet one or both of the following location requirements:
 - (i) The school in which the project is proposed shall be located less than 10 miles from the perimeter of a BRAC- affected military base; or
 - (ii) The school in which the project is proposed shall be located less than 20 minutes in driving time from the entrance gate of a BRAC-affected military base; and
 - (c) The LEA shall submit with the local capital improvement program a comprehensive plan to upgrade the condition of the entire facility to match the final condition of the proposed capital improvement project within 6 years of the application, or evidence that the facility is already in that condition.
- (3) If a project that is designated as a BRAC-related project is also approved as a project for planning and funding in an annual capital improvement program:
- (a) Without an additional request for planning approval, the LEA may request approval of supplemental State funding for the project in an annual capital improvement program after the elapse of a period to be determined by the IAC, but not less than 2 years from the time of project completion;
 - (b) The supplemental State funding shall be based on:
 - (i) The actual enrollments that have resulted from BRAC actions, according to criteria established by the IAC, that are in excess by a minimum of 5 percent of the enrollment projections that applied at the time of approval or bid date of the BRAC- related project, whichever was earlier;
 - (ii) The cost of construction that was applicable on the date of bid, according to either the formulas in §G, H, or I of this regulation, or the actual cost of construction, whichever is less; and
 - (iii) The cost share percentage that was applicable at the time of bid; and
 - (c) The request for supplemental funding is to be submitted as a new project request in the annual capital improvement program, and will be considered for approval of funding according to the factors described in Regulation .03B(2) of this chapter.]
- [O.] N. (text unchanged)

.07 Changes to the Maximum State Construction Allocation.

- After the [Board] IAC sets the maximum State construction allocation in the State capital improvement program:
- A. (text unchanged)
 - B. The [Board of Public Works] IAC may increase the maximum State construction allocation [upon a recommendation of the IAC] *for a systemic renovation project when the LEA has sufficient reserve funds available based on [all] the following:*
 - (1) *The LEA must submit:*
 - (a) *The final project scope of work;*
 - (b) *A cost estimate developed by a design professional licensed in the State of Maryland or the bid tabulation for the project;*
 - (2) *The IAC determines that:*
 - (a) *The requested scope of work is eligible for State funding; and*
 - (b) *The scope of work and associated costs are reasonable*
 - C. *The IAC may increase the maximum State construction allocation for a project other than a systemic renovation project based on the following:*
 - [(1) The project is within a "One Maryland" jurisdiction as defined in COMAR 24.05.23;
 - (2)] (1) The LEA documents that the:
 - (a)—(c) (text unchanged)
 - (3) (text unchanged)

.09 Rescinding Funding Approval.

- A. If, within 2 years after funding is made available for a project, no part of the project is under contract for construction, the IAC [may] *shall* determine that the project is abandoned and rescind the funding approval.
- B. When the IAC rescinds funding approval, the IAC shall [transfer the allocation to the Statewide contingency account for the fiscal year in which the project was approved for funding.] *reserve the funding for another eligible project in the county in the current fiscal year or for eligible projects in the county in the next fiscal year.*
- C. *Funds reserved for a county that have not been used to place a project under contract within 2 years of the date the funds were reserved shall be available* [transferred to the Statewide contingency account may be used] for any project approved in a future State capital improvement program.
- D. (text unchanged)

[.12] .11 Ineligible Expenditures.

The following expenditures are ineligible for State funding:

- A. (text unchanged)
- B. Offsite development costs except those listed as eligible in Regulation [1.11] .10 of this chapter;
- C. Architecture, engineering, or other consultant fees[, except as permitted by Regulation .10 of this chapter];
- D.—G. (text unchanged)
- H. Leasing or purchasing school facilities except as provided in COMAR [23.03.05] 14.37.05;
- I.—O. (text unchanged)

[.13] .12 Site Selection.

- A. – E. (text unchanged)
- F. The IAC may recommend including a project for planning approval in the State capital improvement program only if the project site has been approved or re-approved by the IAC in the preceding [5] 3 years.
- G. (text unchanged)

[.14] .13 New Construction, Renovation, and Limited Renovation Projects.

- A.—B. (text unchanged)
- C. Educational Specifications
 - (1) [The] *Unless an LEA is certified to complete review of educational specifications as provided by Education Article, §5-314, Annotated Code of Maryland, the LEA shall submit the project's educational specifications to the IAC.*
 - (2)—(3) (text unchanged)
- D. Schematic Designs, Design Development Documents, and Construction Documents.
 - (1) [The] *Unless the LEA is certified to complete review of schematic design, design development, and construction documents as provided by Education Article §5-314, Annotated Code of Maryland, the LEA shall submit to the IAC or its designee for review and approval of:*
 - (a)—(c) (text unchanged)
 - (2) (text unchanged)
- E. Procurement.
 - (1) *The LEA shall procure construction in compliance with COMAR [23.03.03] 14.37.03. The IAC may rescind project approval if the procurement does not comply with these requirements.*
 - [(2) The IAC may rescind project approval if the LEA:
 - (a) Issues a solicitation before the IAC or its designee approves the solicitation documents; or
 - (b) Awards a contract before the IAC approves the proposed contract award.]
- F. (text unchanged)
- G. Change Orders.
 - (1) *The LEA shall maintain contingency funds for change orders. The LEA may issue change orders without prior approval of the IAC or its designees. [The IAC may establish a contingency fund for change orders if funding is available within the maximum State construction allocation.]*
 - [(2) The LEA may issue change orders without prior approval of the IAC or its designee.
 - (3) State Review of Change Orders.
 - (a) The LEA shall submit all change orders to the IAC.
 - (b) The IAC or its designee shall review the LEA's change orders as follows:
 - (i) Change orders that increase the cost of the construction contract are evaluated based on the reasonableness of the change order, including cost, and the availability of State funds; and
 - (ii) Change orders that decrease the cost of the construction contract are evaluated based on the impact on the quality and functionality of the construction, the reasonableness of the credit amount, and the funds that may be credited to the State.
 - (4) Change orders that exceed the maximum State construction allocation or that are not approved by the IAC for funding are a local obligation.]
- H.—I. (text unchanged)

[.15] .14 Systemic Renovations.

- A.—B. (text unchanged)
- C. Requests.
 - (1)—(2) (text unchanged)
 - [(3) Unless waived by the IAC or its designee, the request may not combine separate groups of systemic renovation projects as categorized in §B to reach the \$200,000 minimum, but the request may include the cost of ancillary work required to complete a project.]
 - (3) *A county board may bundle, for approval and procurement purposes:*
 - (i) *Similar systemic renovation projects at different schools; and*
 - (ii) *Interrelated systemic projects at a single school.*
- D. Procedures. The requirements of Regulation [.14B] .13B and D—I of this chapter apply to systemic renovation projects approved in the State capital improvement program.

[.16] .15 State-Owned Relocatable Facilities.

- A. – D. (text unchanged)
- E. Procedures. The provisions of Regulation [.14B] .13B, E(1), E(2)(b), and F—I of this chapter apply to relocatable facility projects approved in the state capital improvement program.
- F.—G. (text unchanged)
- H. Surplus Property. The IAC may [recommend to the Board of Public Works that] *declare* a State-owned relocatable facility *to* be [declared] surplus property.

[.18] .17 Maintenance.

- A. – B. (text unchanged)
- C. Maintenance Surveys.
 - (1) (text unchanged)
 - (2) Annual Report. The IAC shall annually [submit] *publish* a report [to the Board of Public Works] summarizing the annual surveys.

[.19] .18 Aging Schools Program.

- A.—D. (text unchanged)
- E. IAC Review. The IAC or its designee shall evaluate Aging Schools Program project requests using the following factors:
 - (1)—(5) (text unchanged)
 - (6) *Maryland Historic Trust review, if applicable*
- F. (text unchanged)
- G. Procurement. The LEA shall procure construction in compliance with COMAR [23.03.03] *14.37.03*.
- [H. Change Orders.
 - (1) The LEA may issue change orders in the amount of \$25,000 or less without prior IAC approval.
 - (2) Review of Change Orders. The LEA shall submit each change order in excess of \$25,000 to the IAC. The IAC or its designee shall review the LEA's change order as follows:
 - (a) Change orders that increase the cost of the construction contract are evaluated based on the reasonableness of the change order, including cost, and the availability of State funds; and
 - (b) Change orders that decrease the cost of the construction contract are evaluated based on the impact on the quality and functionality of the construction, the reasonableness of the credit amount, and the funds that may be credited to the State.
 - (3) Change orders that exceed available State funding or that are not approved by the IAC are a local obligation.]
- [I.] *H.* (text unchanged)
- [J.] *I.* Ineligible Expenditures. The following expenditures are ineligible for funding under the Aging Schools Program:
 - (1) Expenditures set forth in Regulation [.12] .11 of this chapter, except maintenance [is eligible for funding]; and
 - (2) (text unchanged)

.19 School Safety Grant Program

- A. *There is a School Safety Grant Program. The School Safety Grant Program is separate from the State capital improvement program.*
- B. *Purpose. An LEA may use the School Safety Grant Program to complete eligible school safety and security projects as identified by the IAC in consultation with the Center for School Safety.*
- C. *LEAs shall follow the Administrative Procedure Guide School Safety Grant Program.*
- D. *Procurement. The LEA shall procure construction in compliance with COMAR 14.37.03.*

.22 Non-Public School Use Exceeding 5 Years.

When the LEA uses more than 10 percent of a school building other than as a public school for more than 5 years and the State has debt remaining for bonds, the proceeds of which were used to construct or renovate that school, the [Board of Public Works] IAC may[, upon recommendation from the IAC,] require the LEA to pay a proportion of any lease proceeds and assume the remaining State debt, all calculated as of the date the LEA first began to use the school for purposes other than as a school.

.23 Local Board Transfer of School Property to County Government.

- A. (text unchanged)
- B. Local Board Transfer to County Government.
 - (1)—(2) (text unchanged)
 - [(3) If the property is:
 - (a) Less than 1 acre and does not contain a building, the IAC may approve the transfer;
 - (b) Any other property, the IAC shall review the request and make a recommendation to the Board of Public Works.]

C. The [Board of Public Works or the] IAC [, as applicable,] may approve, disapprove, or conditionally approve the request to transfer the school property to the county government. The [Board or the] IAC [, as applicable,] may require that the transfer documents specifically incorporate the conditions.

D. The local board shall affirm in the request that the county concurs with the local board's intention to transfer the property *and commits to repayment of outstanding bond debt if repayment is required.*

.24 County Government Disposition of School Property.

A.—B. (text unchanged)

C. A county government proposing to dispose of former school property shall submit to the IAC a request for approval to dispose. The IAC shall review the request and [make a recommendation to the Board of Public Works.

D. The Board of Public Works may approve, disapprove, or conditionally approve the request to dispose of the former school property. The [Board] IAC may require that the disposition documents specifically incorporate the conditions.

.24-1 Assumption of State Debt, Capital Lease Financing Balances, and Disposition Proceeds.

A. Pursuant to § 5-308 of the Education, Annotated Code of Maryland, the [The Board of Public Works] IAC:

[(1)] May not require reimbursement of debt service from a county for a school property that:

- (a) Was initially constructed on or before February 1, 1971;
- (b) Is no longer used for school purposes;
- (c) Has had title transferred to county government; and
- (d) Is being used for local governmental purposes other than public education;]

[(2)] (1) Shall require reimbursement of debt service from a county for a school property that:

- (a) Is sold by the county government; or
- (b) Meets all the following:
 - [(i)] Was initially constructed after February 1, 1971;]
 - [(ii)] (i)—[(vi)] (v) (text unchanged)

[(3)] (2) (text unchanged)

B. *Reimbursement for Transferred School Building*

(1) *A county government is not required to reimburse the State for outstanding debt service for a school building that is transferred to the county government in accordance with §A of this regulation until 2 years after the school building is transferred.*

(2) *After the 2-year period ends, the county government shall reimburse the State for outstanding debt service for a school building in the amount that the county government would have been required to pay when the school building was transferred to the county.*

[B.] C. The [Board of Public Works] IAC may require the county to pay the State a proportional share of the disposition proceeds based on the proportion of the State's investment in the school property.

[C.] D. The [Board of Public Works] IAC may establish any method of payment of the bond debt or the disposition proceeds including a lump sum payment or an assumption or re-assumption of existing bond debt.

.25 Audits.

A. (text unchanged)

B. Audit items may include:

- (1)—(3) (text unchanged)
- (4) Compliance with [Board of Public Works] IAC regulations and IAC policies and procedures.

C. (text unchanged)

.26 Reconsideration.

A. [A local board of education dissatisfied with a determination made by the IAC's designee may request the IAC to reconsider the determination.] *An LEA dissatisfied with a determination made by the IAC's designee may request the IAC to reconsider the determination.*

(1) *The LEA shall submit a written request for reconsideration to the IAC within 45 calendar days of the designee's decisions;*

(2) *The written request for reconsideration shall include all additional information and documentation the LEA wants the IAC to consider;*

(3) *The IAC's designee may submit to the IAC additional information and documentation it wants the IAC to consider in support of its determination; and*

(4) *The IAC will notify the LEA of its decision.*

B. [A local board of education dissatisfied with a determination made by the IAC may request the Board of Public Works to reconsider the determination by submitting an agenda item to the Executive Secretary of the Board of Public Works.] *An LEA dissatisfied with a determination made by the IAC, including determination of projects that were not approved by the IAC, may appeal the decision to the IAC in writing.*

(1) *The appeal must be received by the IAC no later than 45 days following the IAC determination.*

(2) *The written appeal must contain:*

(a) *The IAC determination from which the appeal is being taken, including funding requests for projects that were not approved by the IAC;*

(b) *Reasons in support of the appeal;*

(c) *A statement of the result sought; and*

(d) *Include any supporting documents, exhibits, and affidavits.*

(3) *Oral Argument*

(a) *In its written appeal, the LEA may request to present oral argument to the IAC;*

(b) *Oral argument will not be allowed without a written request to the IAC; and*

(c) *If oral argument is requested, the IAC will notify the LEA of the date that the argument will be heard.*

(4) *The IAC shall issue a decision to the LEA.*

C. *The IAC's decision is a final decision of the agency.*

.27 Waiver.

The IAC [or Board of Public Works] may waive or vary particular provisions of this chapter to the extent that the waiver or variance is not inconsistent with State statutes if:

A. In the IAC's [or Board of Public Works'] determination, the application of a regulation in a specific case or in an emergency situation would be inequitable or contrary to the purposes of State law; and

B. (text unchanged)

.28 Priority Funding Area Waiver Criteria.

A. [This regulation applies to the IAC for site approval, and to the IAC and Board of Public Works for planning or funding *In accordance with State Finance and Procurement Article §5-7B-07, Annotated Code of Maryland, it is the policy of the State to ensure sufficient conditions in existing schools as well as new facilities.*

B.. Waiver Procedure.

(1)—(3) (text unchanged)

(4) After considering the criteria for a waiver in [§C] §B of this regulation, the IAC may [recommend to the Board of Public Works]:

(a) [Approval of] *Approve* planning and funding, or of a site, for the new school or the replacement school that adds capacity;

(b) [Approval of] *Approve* planning and funding, or of a site, for the new school or the replacement school that adds capacity with conditions; or

(c) [Denial of] *Deny* planning and funding, or of a site, for the new school or the replacement school that adds capacity.

(5) (text unchanged)

[(6) The Board of Public Works shall make the final determination on the approval of a site for a new school or a replacement school that adds capacity that is outside a priority funding area in the event of a conflict between the IAC and the Smart Growth Subcabinet.]

[C.] B. The IAC [or the Board of Public Works, when applicable,] shall consider the following factors when determining whether to grant a waiver to the requirement that a site for a new school or for a replacement school that adds capacity, or a new school or a replacement school that adds capacity that is requested for approval of State planning and funding, be located inside a priority funding area:

(1)—(10) (text unchanged)

.29 Emergency [Power Generation] Management Shelters.

A. Definitions

(1) (text unchanged)

(2) [“Public shelter”] “*Emergency Management Shelter*” means temporary operations that meet the base humanitarian needs of the whole community before, during, or after an emergency event.

(3) “Replacement of the electrical system” means a complete new electrical system is installed in an existing or new facility, including when major components of the pre-existing electrical system are either removed or abandoned in place.

(4) “Upgrade of the electrical system” means an existing electrical system of a facility or a major portion of a facility is improved through either:

(a) The replacement or upgrade of existing components; or

(b) Other improvements that alter the performance characteristics of the electrical system.

B. [This section applies to all school construction projects that include new construction, replacement, or upgrade of the electrical system.] *Each county board shall make a determination of the public schools within the jurisdiction of the county board that should be designated as emergency management shelters.*

C. [Local officials shall consult with the Maryland Emergency Management Agency (MEMA) to determine those areas of the facility that are necessary for public safety when circumstances require the use of the facility as a public shelter during or after a federal, State, or local declared emergency.] *The county board's determination is based on consistency with local emergency management plans and criteria and the availability of funding.*

D. For schools that will be used as emergency shelters based upon the LEA determination, local officials shall consult with the Maryland Emergency Management Agency (MEMA) to determine those areas of the facility that are necessary for public safety when the circumstances require the use of the facility as a public shelter during or after a federal, State, or local declared emergency.

[D.] *E. The LEA shall ensure that the areas determined [by MEMA] to be emergency management shelters are designed and constructed to be fully powered in the event of an emergency through installation of:*

(1)—(2) (text unchanged)

[23.03.03] 14.37.03 Construction Procurement Methods

Authority: Education Article, §§4-126, 5-112, and [5-301] 5-303, Annotated Code of Maryland

.01 Scope.

A. This chapter applies to a public school construction project for building, improvement, supplies, or equipment if it:

(1) Exceeds [\$25,000] \$50,000 and has [Board of Public Works] IAC planning or funding approval; or

(2) Requires review by the State Superintendent of Schools under Education Article, §2-303, Annotated Code of Maryland.

B.—C. (text unchanged)

.05 Approvals.

A. (text unchanged)

[B. The LEA shall obtain State approval before entering into an alternative financing method as set forth in COMAR 23.03.05.]

[C.] B. (text unchanged)

.06 Other Requirements.

A. (text unchanged)

B. [Regardless of project procurement method, the LEA may not begin construction until the IAC or its designee has authorized the LEA to proceed.] *A county board is encouraged, consistent with competitive bidding, to use bulk purchasing, bundling, and intergovernmental purchasing.*

[C.] B. Project Delivery Methods. The requirements of COMAR [23.03.04] 14.37.04 apply to procurements conducted in accordance with this chapter.

[D.] C.—[G.] F. (text unchanged)

.07 Competitive Sealed Bidding—One Step Sealed Bidding.

A.—B (text unchanged)

[C. The LEA shall obtain approval from the IAC or its designee before issuing the invitation for bids.]

[D.] C.—[F.] E. (text unchanged)

[G.] F. Bid Evaluation and Award.

(1) The LEA shall award the contract to the [lowest] responsible [and responsive] bidder [whose] *who provides the best value and conforms to specifications with consideration given to:* [bid meets the requirements and evaluation criteria set forth in the invitation for bids and is the most favorable bid.]

(a) *The quantities involved;*

(b) *The time required for delivery;*

(c) *The purpose for which required;*

(d) *The competency and responsibility of the bidder;*

(e) *The ability of the bidder to perform satisfactory service;*

(f) *The plan for utilization of minority contractors; and*

(g) *The price offered by the bidder.*

(2) (text unchanged)

[H.] G. (text unchanged)

.09 Quality-Based Selection.

A. (text unchanged)

B. Request for Proposals.

(1)—(3) (text unchanged)

[(4) The LEA shall obtain approval from the IAC or its designee before issuing the request for proposal.]

C.—I. (text unchanged)

[23.03.04] 14.37.04 Project Delivery Methods

.01 Scope.

A. This chapter applies to a public school construction project for building, improvement, supplies, or equipment if it:

- (1) Exceeds [\$25,000] \$50,000 and has [Board of Public Works] IAC planning or funding approval; or
- (2) Requires review by the State Superintendent of Schools under Education Article, §2-303, Annotated Code of Maryland.

B.—C. (text unchanged)

.04 Other Requirements.

A. The requirements of COMAR [23.03.03] 14.37.03 apply to all projects conducted under this chapter.

B.—D. (text unchanged)

.05 Construction Management Agency.

A.—C. (text unchanged)

D. State Reimbursement.

(1)—(4) (text unchanged)

(5) An LEA intending to seek State reimbursement for construction manager services shall procure a construction manager in accordance with COMAR [23.03.03] 14.37.03.

E. Trade Contracts.

(1) – (2) (text unchanged)

(3) The LEA shall procure each trade contract in accordance with COMAR [23.03.03] 14.37.03.

(4) (text unchanged)

[(5) The LEA shall submit change orders for approval by to the IAC or its designee and clearly indicate the contract to which the change order applies.]

[(6)] (5)—[(7)] (6) (text unchanged)

.06 Construction Management At Risk.

A. (text unchanged)

B. Guaranteed Maximum Price.

(1) – (2) (text unchanged)

(3) If the LEA receives competing proposals, the proposals shall be evaluated in accordance with COMAR [23.03.03] 14.37.03.

C. (text unchanged)

D. State Reimbursement.

(1)—(3) (text unchanged)

(4) If an LEA intends to seek State reimbursement of any of the construction management services, the services shall be procured through one of the procurement methods provided in COMAR [23.03.03] 14.37.03.

E. (text unchanged)

[23.03.05] 14.37.05 Alternative Financing

Authority: Education Article, §§4-126, 5-112, and [5-301] 5-303, Annotated Code of Maryland

.01 Scope

A. This chapter applies to a public school construction project for building, improvement, supplies, or equipment if it:

- (1) Exceeds [\$25,000] \$50,000 and has [Board of Public Works] IAC planning or funding approval; or
- (2) (text unchanged)

B.—C. (text unchanged).

.04 Use of Alternative Financing Methods.

A.—B. (text unchanged)

C. *Alternative Financing must be conducted consistent with Education Article §4-126, Annotated Code of Maryland.*

[23.03.06] 14.37.06 Relocatable Classroom Indoor Environmental Quality Standards

Authority: Education Article, [§5-301(b-1)] §5-303(b), Annotated Code of Maryland

14.37.07 Public School Facilities Educational Sufficiency Standards

Authority: Education Article, §5-310, Annotated Code of Maryland

.01 Purpose.

A. The purpose of Maryland Public School Facilities Educational Sufficiency Standards is to establish acceptable minimum levels for the physical attributes, capacity, and educational suitability of existing public K–12 school facilities in order to assess existing facilities against a defined standard to identify deficiencies.

.02 General Requirements.

- A. The IAC shall periodically review the Standards and update the Facilities Educational Sufficiency Standards.*
- B. As required by the Education Article, §5-310 of the Maryland Annotated Code, the Sufficiency Standards shall be used to complete assessments of school facilities statewide.*
- C. Each school facility shall be assessed at least once every 4 years.*

May 3, 2019

Mr. Robert Gorrell, Executive Director
Interagency Commission on Public School Construction
200 West Baltimore Street, 2nd Floor
Baltimore, Maryland 21201

Re: Draft COMAR Revisions

Dear Mr. Gorrell:

You have requested comments on the proposal to recodify COMAR Subtitle 23.03, entitled "Public School Construction," to COMAR Subtitle 14.37, entitled "Interagency Commission on School Construction," and the amendments thereto.

The Washington County Public Schools' ("WCPS") review of the proposed change to the section that addresses the maximum state construction allocation and contingency funding indicate that the proposed elimination of contingency funding provisions in the current version of COMAR is contrary to the recommendations of the 21st Century School Facilities Commission ("Knott Commission") and the 21st Century School Facilities Act ("HB 1783").¹

WCPS' comments focus on the calculation of the maximum state allocation and the proposed elimination of State participation in contingency funding, which would represent an overall reduction of State funding on all types of State supported projects, including new construction, modernizations, additions, and systemic renovations. It was not the intent of HB 1783 to eliminate the state's participation in providing contingency funding for school construction projects.²

If the proposed change to COMAR regarding contingency funding is adopted, it will result in a substantial loss in state funding to the Washington County Board of Education. By way of example, for just over the next three (3) years the loss could be \$1.75 million or more (in today's dollars). It was never the intention of the Governor or the General Assembly to reduce funding for school construction projects.

Please allow me to provide you with background information that sets forth in detail why the proposed COMAR change to contingency funding is not consistent with the Knott Commission recommendations-and HB 1783.

¹ House Bill 1783 ("HB 1783") that was enacted into law during the 2018 legislative session.

² The following provisions, which require the state to provide contingency funding, should not be deleted from COMAR: 23.03.02.06G(1)(c), 23.03.02.06H(1)(a)(vi), and 23.03.02.06I(2)(b).

Background

Current COMAR regulation 23.03.02.06G, "Administration of the Public School Construction Program, Maximum State Construction Allocation, New Construction," dictates how the State's allocation is to be calculated for New Construction:

G. New Construction. The maximum state construction allocation for new construction is calculated according to either:

- (1) The following formula:
 - (a) Multiply the lesser of the maximum gross area allowance or the actual project gross area by the average Statewide per square foot school building cost, which is based on bids received for new school construction in the prior year and cost information derived from industry sources;
 - (b) Next, add site development costs, figured as a percentage of the building cost set forth in Section F(1)(a) of this regulation;
 - (c) **Then, add the contingency amount, figured as a percentage of the sum of Section G(1)(a) and (b) of this regulation; and**
 - (d) finally, multiply by the State cost share percentage; or
- (2) The estimated of actual cost of construction multiplied by the State cost share percentage, not to exceed the amount calculated in Section F(1) of this regulation.

In Section 102.6 of the Administrative Procedures Guide of the Public School Construction Program, the percentage added for contingency funding in the calculation above is stated to be 2.5%.

By way of example, for the new construction of a typical 85,000 square foot elementary school, and based on the current Statewide per-square-foot school building cost of \$318 per-square-foot, the current COMAR language would result in the following Maximum State Allocation(s):

(a) (85,000 square feet) x (\$318 per-square-foot):	\$27,030,000
(b) <u>(\$27,030,000) x (19% site development cost):</u>	<u>\$ 5,136,000</u>
Subtotal:	\$32,166,000
(c) <u>(\$32,166,000) x (2.5% contingency cost):</u>	<u>\$ 804,000</u>
Subtotal	\$32,970,000

Based on the above calculation, and the various Local Education Authority's (LEA's) Cost Share Percentages, the State's Maximum Construction Allocation for this typical project would range from \$16,485,000 (50% cost share) to \$31,651,000 (96% cost share). The amount of contingency funding made available within the Maximum State Allocation would similarly range from \$402,000 (50% cost share) to \$772,000 (96% cost share).

This same Maximum State Allocation methodology is included in current COMAR regulations for modernization, renovation, and addition projects. For systemic renovation projects, 2.5% contingency funding is also added to the Maximum State Allocation, however, that calculation is based on the estimated cost of system replacement (not a state dictated cost per-square-foot), and does not include a site development factor.

The Issue

Currently, the State's release of the contingency portion of the Maximum State Allocation differs depending on the type of project.

For new construction, additions, and modernizations, the additional, calculated contingency funds are withheld from LEAs until project change orders are submitted to the Department of General Services (DGS) for review. The DGS review is meant to ensure that state contingency funds are used only to cover the cost of change orders that meet the eligible cost requirements set forth in COMAR. However, it has been the practice that nearly every change order that results in additional cost is denied. This has resulted in much of the contingency funds that were allocated for these projects being withheld, not being made available as intended to the LEAs, and ultimately being reverted back to the State. This has caused frustration, as a significant portion of limited funding that is depended on by the LEAs has been withheld from the project for which it was intended.

However, for systemic renovation projects, current practice does not include a requirement for change order review by DGS before the allocated contingency funds are released – these funds are instead released to LEAs as part of a lump sum allocation for the project. LEAs are entrusted to manage the lump sum allocation, including the additional contingency funding, to offset the cost of the entire project, including change orders.

The Solution – 21st Century School Facilities Commission and HB 1783

The 21st Century School Facilities Commission's (the "Knott Commission") was charged, in part, to evaluate appropriate roles for State agencies and determine areas for efficiencies. As part of this effort, LEAs were invited to testify and submit Change Proposal Forms to the Knott Commission's Process, Procedure, and Educational Specifications Subcommittee (the "Subcommittee"). No fewer than five LEAs submitted a "Change Proposal Form" to the Subcommittee requesting that the Knott Commission consider making a recommendation that the State review of change orders no longer be performed and that the additional 2.5% contingency allocation no longer be withheld.

Emblematic of these requests was the following change proposals from Baltimore City Public Schools and Anne Arundel County Public Schools:

- The IAC currently withholds 2.5% in contingency funds from the initial construction allocation for change orders that could occur later in the project. **This amount should be included in the**

initial construction allocation at the outset of the project so that LEAs have more flexibility with how money is used.

The additional work required to prepare all change orders for IAC review is cumbersome for both the LEA and the IAC. Past project records indicate that the change orders are rarely covered by the IAC, and therefore that 2.5% is actually not being distributed to the LEA. It would be more effective if **the entire amount of the construction allocation (including the 2.5% contingency)** could be made available at the start of the project. – Baltimore City Public Schools

- Discontinue the practice of requiring LEAs to calculate a 2.5% contingency cost figure that the IAC then withholds a percentage of from the initial construction allocations in case change orders occur later in the project. **The IAC should distribute the entire maximum state allocation at the outset of the project.**

The present process requires all change orders to be remitted to the IAC for review. This creates a tremendous workload on both the LEAs and the IAC as well as impacts project schedules. Experience demonstrates that the IAC does not participate in the vast majority of change orders which results in the State’s contingency share potentially not being distributed. It would be more efficient and effective for all involved if the maximum State allocation was made available as a funding source at the time of initial project award. – Anne Arundel County Public Schools

These requests were considered by the Knott Commission and resulted in two recommendations on Page 13 of its Final Report:

Recommendation 13b: Eliminate required DGS review and IAC approval of change orders for both major construction and systemic renovation projects.

Recommendation 14: The 2.5% withholding for contingencies related to change orders from the State allocation should be eliminated, but LEAs should be required to maintain a contingency fund to address unanticipated construction costs above the State allocation.

These recommendation clearly state that the onerous and time consuming review of change orders by the State should be eliminated and that withholding of the calculated additional 2.5% contingency funds should be eliminated, allowing LEAs to manage the funds, including maintaining a contingency fund for unanticipated costs.

These recommendations were considered by the Legislature, and were included in HB 1783, the “21st Century School Facilities Act.” HB 1783 amended Education Article Section 5-314, Paragraph C to include:

- (1) Change orders for major construction projects and systemic renovations project may not be:
 - (I) Reviewed by the Department of General Services
 - (II) Approved by the Interagency Commission
- (2) A percentage of the State allocation related to change orders may not be withheld.

- (3) Local Education Agencies shall maintain contingency funds for each approved project to address unanticipated construction costs above the State allocation.

The language in HB 1783 mirrors both the changes requested by LEAs and the Knott Commission's Final Report, calling for the elimination of the withholding of the additional, calculated contingency funds included in the Maximum State Allocation calculations described in COMAR 23.03.02.06, et seq. for all types of projects.

The Fiscal Note attached to HB 1783 further enforces the intent, stating on Page 5:

Change orders for major construction projects and systemic renovation projects may not be reviewed by DGS and are not subject to IAC approval. The State may not withhold a portion of its funding allocation for change orders, but local school systems must maintain contingency funds to address unanticipated costs.

Objection to Proposed Revisions to COMAR 23.03.02

Based on the clear intent of HB 1783, it was with some bewilderment that the proposed revisions to COMAR 23.03.02.06 did not include the elimination of the withholding of the contingency funds as intended, but instead eliminated the inclusion of 2.5% of contingency funding altogether. This change would, if enacted, significantly reduce previously available funding for LEAs, especially on systemic renovation projects where these contingency funds were never withheld for any reason in the past. In the past 5 years, WCPS has received over \$400,000 in contingency funds to support its systemic renovation projects. Further, based on the language and clear intent of the Knott Commission's Final Report as contained in HB 1783, WCPS was anticipating the inclusion of contingency funding in its budgets for major construction projects.

At the Interagency Commission (IAC) meeting held in August 2018, the effect of the proposed elimination of contingency funding was said to be softened by the approval of raising the State Average Cost-per-square-foot from \$315 per-square-foot to \$318 per-square-foot for Fiscal Year 2020 projects. This represents less than a 1% increase in the allocation, not the 2.5% that is currently added per current regulation. A comparison of the previous example of a typical elementary school using the calculations contained in current regulations and in the proposed changes is instructive:

Example 1: 85,000 square foot building, using \$315 per-square-foot, and current COMAR methodology:

(a) (85,000 square feet) x (\$315 per-square-foot):	\$26,775,000
(b) <u>(\$27,030,000) x (19% site development cost):</u>	<u>\$ 5,087,000</u>
Subtotal:	\$31,862,000
(c) <u>(\$32,166,000) x (2.5% contingency cost):</u>	<u>\$ 797,000</u>
Subtotal	\$32,659,000

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Example 2: 85,000 square foot building, using \$318 per-square-foot, and proposed COMAR methodology:

(a) (85,000 square feet) x (\$318 per-square-foot):	\$27,030,000
(b) <u>(\$27,030,000) x (19% site development cost):</u>	<u>\$ 5,136,000</u>
Subtotal:	\$32,166,000

Per the examples above, the project's Maximum State Allocation is reduced by \$493,000 (\$32,659,000 - \$32,166,000 = \$493,000) using the proposed methodology, which would reduce the amount of contingency funding made available within the Maximum State Allocation from \$247,000 (50% cost share) to \$473,000 (96% cost share) depending on each LEAs cost share percentage. This is a significant amount of funding, especially for smaller and medium sized LEAs that are heavily dependent on State funding.

In order to achieve funding equity between the current regulations and the proposed regulations, the State Average cost-per-square-foot would have to be raised to nearly \$323 per-square-foot, not the \$318 per-square-foot approved at the IAC's last meeting. Further, in future years, nothing in the proposed changes to the regulations indicates that the calculated State Average cost-per-square-foot will be similarly adjusted.

Requested Revision to the Proposed Changes to COMAR 23.03.02.06

In conclusion, the proposed changes are contrary to Maryland law. The following paragraphs cannot be eliminated from the current regulation:

23.03.02.06G(1)(c): "...then, add the contingency amount, figured as a percentage of the sum of G(1)(a) and (b) of this regulation; and..."

23.03.02.06H(1)(a)(vi): "...Then, add the contingency amount, figured as a percentage of the sum of H(1)(a)(iv) and (v) of this regulation;..."

23.03.02.06I(2)(b): "...add to this product the contingency amount, figured as a percentage of I(2)(a) of this regulation..."

Thank you for your consideration of this issue. As always, WCPS appreciates the hard work of the IAC and the Public School Construction Program staff for the benefit of our students and staff.

Sincerely



Robert H. Rollins, II
Director of Facilities Planning and Development

Cc: Board of Education of Washington County, Members
Dr. Boyd J. Michael, III, Superintendent
Mr. Jeffrey Proulx, Chief Operating Officer
Mr. Anthony Trotta, Chief Legal Counsel

Mr. Robert Gorrell

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Mr. John Martirano, Deputy Legal Counsel

Mrs. Ardath Cade, Legislative Representative

Dr. Karen Salmon, State Superintendent

Senator George Edwards

Senator Andrew Serafini

Delegate Paul Corderman

Delegate Michael McKay

Delegate Neil Parrott

Delegate William Wivell

Mr. Jeffrey Cline, Board of County Commissioners, President

Mr. Terry Baker, Board of County Commissioners, Vice President

Mr. Wayne Keefer, Board of County Commissioners

Mr. Cort Meinelschmidt, Board of County Commissioners

Mr. Randall Wagner, Board of County Commissioners

Mr. Robert Slocum, Washington County Administrator

Ms. Sara Greaves, Washington County Chief Financial Officer

Ms. Nancy Kopp, State Treasurer

Interagency Commission on School Construction Members:

Dr. Karen Salmon, State Superintendent of Schools, Chair and Ex-Officio Member

Secretary Ellington Churchill, Department of General Services, Ex-Officio Member

Secretary Robert S. McCord, Maryland Department of Planning, Ex-Officio Member

Mr. Dick Lombardo, Appointee of the Governor

Ms. Denise Avara, Appointee of the Governor

Ms. Barbara Hoffman, Appointee of the President of the Senate

Ms. Gloria Lawlah, Appointee of the President of the Senate

Mr. Brian Gibbons, Appointee of the Speaker of the House

Mr. Todd Schuler, Appointee of the Speaker of the House

INTERAGENCY COMMISSION ON SCHOOL CONSTRUCTION



LARRY HOGAN
GOVERNOR

KAREN SALMON, PhD.
CHAIRPERSON

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EXECUTIVE DIRECTOR

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MEMORANDUM

TO: Dr. Karen Salmon, IAC Chair

FROM: Bob Gorrell, IAC Executive Director

DATE: May 7, 2019

RE: Revisions to COMAR 23.03 Regarding Calculation of Contingency Funding

In the past, the IAC used three factors to calculate a school's allocation and the third, regarding contingency, was removed as HB 1783 prohibits the State's review of change orders and the withholding of funds for change orders. The three factors were:

- allowable square footage
- cost per square foot
- 2.5% contingency for change orders

For the FY 2020 CIP, which will be considered for approval by the IAC at their meeting on May 9th, contingency funding was not included in the calculation worksheets that the LEAs used to apply for the FY2020 CIP projects.

However, the IAC still adopts changes in the first two factors each year. In fact, last year, the IAC increased the cost per square foot by an additional 0.9% over what staff had initially calculated because of the elimination of the contingency funding calculation. Each year the IAC considers whether to increase the cost per square foot based upon cost escalation factors. For the FY 2021 CIP, the staff recommendation is a 3.4% increase over this year's cost per square foot.

Regarding the allowable square footage, we have recognized that the square footage was not in alignment with programmatic needs and staff is recommending an increase to the allowable square footage in nearly every instance. Again, the IAC will consider this action at their May 9th meeting. This was a concern expressed to the Knott Commission and the recommended revisions have been made to the allowable square footage utilized by the Administrative Procedures Guide Gross Area Baselines to better reflect educational space need.

Together, these two factors should get LEAs very close to having what they need to build a sufficient school facility. Regardless, construction can be an unpredictable industry and we know that there is no one-size-fits-all solution

and we must manage uncertainty. Therefore, these proposed COMAR amendments also remove the requirement that an LEA be a “One Maryland” county in order to have their project cost increased. The IAC will now have full flexibility to increase project allocations beyond the standard factors on a case-by-case basis when an LEA can justify a need. Over time, we will be able to use information collected through requests for project increases to identify if a problem exists with one of the funding factors and make adjustments as necessary.

For these reasons, your staff recommends that you proceed with the COMAR revisions as they have been drafted.

Item X. Locally Funded Change Orders

Motion:

This item is informational and does not require IAC action.

Background Information:

For projects funded in the FY 2019 CIP or earlier, LEAs were given the option, in accordance with the transitional change order policy approved by the IAC in October 2018, to request State review of change orders for eligibility and State participation or to request all change orders be considered local responsibility and not require State review. The following statistical information is for Change Orders that will be considered local responsibility per responses from the Local Education Agencies (LEAs) to recent letters regarding outstanding change order review.

Number of LEA's Reviewed: 1
 Total Change Orders Reviewed: 6

Number of Projects: 2
 Change Order Total: (\$6,353)

	<u>State</u>	<u>Local</u>	<u>Total</u>
<u>Carroll County</u>			
Manchester Elementary PSC: 06.033.11/15 SR (HVAC) C.O. #25	\$0	(\$2,143)	(\$2,143)
TOTALS:	\$0	(\$2,143)	(\$2,143)
Westminster Elementary PSC: 06.003.16 SR (Roof)			
C.O. #1	\$0	(\$4,900)	(\$4,900)
C.O. #2	0	6,292	6,292
C.O. #3	0	1,051	1,051
C.O. #4	0	2,347	2,347
C.O. #5	0	(9,000)	(9,000)
TOTALS:	\$0	(\$4,210)	(\$4,210)

E15M STAT

PSC #	School Name	Scope of Work	EDesignCost	EConstructCost	TotalRequest	TotalAllocation	FiDesign	StConstruction	FiConstruction	Procure Design	Procure Construct	Status
30.186	Armistead Gardens EM	Chiller, cooling tower	\$ 43,000	\$ 430,000	\$ 473,000	\$ 473,000	06/01/19	10/29/19	10/28/20			SCHEMATIC DESIGN
30.099	Benjamin Franklin HS	Boiler	\$ 40,000	\$ 400,000	\$ 440,000	\$ 440,000	06/01/19	10/29/19	04/29/20			SCHEMATIC DESIGN
30.257	Callaway ES 251	Unit vent	\$ 150,000	\$ 1,500,000	\$ 1,650,000	\$ 1,650,000	08/01/19	12/29/19	12/28/20			PROCURE DESIGN
30.017	Commodore John Rodgers EM	Chiller, cooling tower, air handler	\$ 120,000	\$ 1,000,000	\$ 1,120,000	\$ 1,120,000	05/15/19	10/12/19	10/11/20			SCHEMATIC DESIGN
30.248	Curtis Bay EM	Unit vent	\$ 45,000	\$ 450,000	\$ 495,000	\$ 495,000	08/01/19	12/29/19	12/28/20			PROCURE DESIGN
30.249	Diggs Johnson BLDG	Air handler, unit vent	\$ 57,500	\$ 575,000	\$ 632,500	\$ 632,500	08/01/19	12/29/19	12/28/20			PROCURE DESIGN
30.204	Dr. Bernard E. Harris ES	Air handler	\$ 60,000	\$ 600,000	\$ 660,000	\$ 660,000	08/01/19	12/29/19	12/28/20			PROCURE DESIGN
30.148	Fallstaff ES	Boiler	\$ 65,000	\$ 500,000	\$ 565,000	\$ 565,000	05/15/19	10/12/19	04/12/20			SCHEMATIC DESIGN
30.111	Frederick Douglass HS	Water heater installation	\$ -	\$ 43,520	\$ 43,520	\$ 43,520	N/A	05/01/19	06/01/19			CONSTRUCTION
30.111	Frederick Douglass HS	Boiler	\$ 70,000	\$ 700,000	\$ 770,000	\$ 770,000	06/01/19	10/29/19	10/28/20			SCHEMATIC DESIGN
30.261	Gwynns Falls ES	Boiler section replacement	\$ -	\$ 75,000	\$ 75,000	\$ 75,000	N/A	03/07/19	04/06/19			OPERATIONAL APR 2019
30.274	Harlem Park BLDG	Boiler section replacement	\$ -	\$ 19,630	\$ 19,630	\$ 19,630	N/A	02/05/19	03/05/19			OPERATIONAL MAR 2019
30.274	Harlem Park BLDG	Boiler	\$ 45,000	\$ 450,000	\$ 495,000	\$ 495,000	08/01/19	12/29/19	12/28/20			FINALIZE AGREEMENT
30.072	Highlandtown EM #215	Condenser pipes	\$ -	\$ 127,000	\$ 127,000	\$ 127,000	N/A	04/15/19	04/22/19			PRODUCT ORDER
30.072	Highlandtown EM #215	Chiller	\$ 35,000	\$ 350,000	\$ 385,000	\$ 385,000	08/01/19	12/29/19	12/28/20			PROCURE DESIGN
30.194	Leithwalk EM	BAS upgrade	\$ -	\$ 46,000	\$ 46,000	\$ 46,000	N/A	04/15/19	06/01/19			FINALIZE CONTRACT
30.135	Liberty ES	Cooling tower, unit vent, controls	\$ 100,000	\$ 1,000,000	\$ 1,100,000	\$ 1,100,000	05/15/19	10/12/19	10/11/20			SCHEMATIC DESIGN
30.067	Lockerman Bundy ES	Water heater installation	\$ -	\$ 55,000	\$ 55,000	\$ 55,000	N/A	04/15/19	05/15/19			CONSTRUCTION
30.029	Margaret Brent PK-8	Cooling tower, pipe replacement	\$ 66,800	\$ 1,000,000	\$ 1,066,800	\$ 1,066,800	05/15/19	10/12/19	10/11/20			SCHEMATIC DESIGN
30.144	Tench Tilghman PK-8	Chiller, air handler replacement	\$ 154,000	\$ 750,000	\$ 904,000	\$ 904,000	06/01/19	10/29/19	04/29/21			SCHEMATIC DESIGN
30.044	Thomas Johnson EM	Air handler	\$ 35,000	\$ 350,000	\$ 385,000	\$ 385,000	08/01/19	12/29/19	12/28/20			PROCURE DESIGN
30.082	Westport PK-8	Boiler, air handler	\$ 138,000	\$ 1,200,000	\$ 1,338,000	\$ 1,338,000	06/01/19	10/29/19	10/28/20			SCHEMATIC DESIGN
30.045	Windsor Hills EM	Chiller	\$ 180,000	\$ 1,800,000	\$ 1,980,000	\$ 1,980,000	08/01/19	12/29/19	12/28/20			PROCURE DESIGN
	All Projects		\$ 1,704,300	\$ 16,421,150	\$ 18,125,450	\$ 14,825,450						AS OF 4/25/2019



water heater installation at
LOCKERMAN-BUNDY ES
 project status
50% CONSTRUCTION



boiler section replacement at
GWYNNNS FALLS ES
 project status
OPERATIONAL

Item XII. FY 2019 School Safety Grant Program Applications Report

Motion:

This item is informational and does not require IAC action.

Background Information:

HB 1783 in the 2018 legislative session created Education Article, §5-317 of the Annotated Code of Maryland, which established the School Safety Grant Program (SSGP).

In total, \$20 million was allocated to the School Safety Grant Program in FY 2019 - \$10 million in Paygo funding and \$10 million from bond premiums allocated through the capital budget bill for safety projects requested by LEAs and Maryland School for the Blind (MSB). The IAC approved release of applications and funding allocations to LEAs totaling \$10 million of the available \$20 million in August of 2018, with the application period ending April 1, 2019. At their March 21, 2019 meeting, the IAC approved release of applications and funding allocations for the second \$10 million of the \$20 million total FY 2019 authorization with an application period from April 1 to September 30, 2019

Each LEA's and MSB's allocation is a combination of a calculated distribution of \$5 million based on their proportional total enrollment as of September 17, 2017 and a calculated distribution of \$5 million based on their proportional total square footage of facilities that are used for educational purposes as extracted from the IAC Facility Database. For the second \$10 million, these amounts were adjusted to allow establishment of a minimum annual State allocation of \$200,000 for each LEA and MSB. Additionally, the State-local cost share formula will not be applied in the determination of project funding for Round II projects.

A memo was distributed to all LEAs and the Maryland School for the Blind on April 3, 2019 announcing the beginning of the Round II application period. Direction was provided to access the program procedures and application via our website and to submit applications via SharePoint.

The IAC delegated authority to approve eligible projects within the total LEA allocation to IAC staff, with a report of project allocations submitted to the IAC at regularly scheduled meetings. Projects are to be accepted and approved on a rolling basis. As of April 30, 2019, applications have been received from two LEAs and are under review by IAC staff.